

FOX CHAPEL AREA SD

611 Field Club Rd

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

The Fox Chapel Area School District exists to maximize learning, achievement, and growth through a focus on educating the whole student.

VISION STATEMENT

The Fox Chapel Area School District will engage students in a learning community that values belonging and focuses on the education of the whole student through four pillars for success: Purpose: Learning and teaching through inclusive, standards-aligned, and culturally responsive approaches that meet the needs of all students, while monitoring growth and success through a data-informed approach for continuous improvement; Passion: Providing students with authentic learning experiences that motivate them to pursue their interests with a focus on educating the whole student; Care: Fostering safe and supportive learning environments that value the diversity, individuality, social and emotional wellness, and belonging of all students; Community: Partnering and collaborating with the community

EDUCATIONAL VALUE STATEMENTS

STUDENTS

The district has created three core values that are used to guide all stakeholders: Respect: Valuing self and others; caring for one's environment; and pride in positive actions; Responsibility: Accountability; taking ownership of what you do; and listening and following through; Integrity: Doing the right thing (even when no one is watching); being honest with self and others; and trustworthiness in thoughts, words, and actions

STAFF

All students want to learn, are capable of learning, and share in the responsibility for their education. Educators must be knowledgeable and current in their profession, discipline, and pedagogy. Responsive schools take a leading role in promoting safety and wellness. Effective schools are built upon integrity and foster respectful, inclusive, and dynamic environments.

ADMINISTRATION

All students want to learn, are capable of learning, and share in the responsibility for their education. Educators must be knowledgeable and current in their profession, discipline, and pedagogy. Effective schools are built upon integrity and foster respectful, inclusive, and dynamic environments. Fiscal decisions must effectively balance the educational needs of the students and the resources of the community. Schools of excellence have effective educational leaders. Responsive schools take a leading role in promoting safety and wellness.

PARENTS

It is important for each member of the educational community to recognize and respect all forms of diversity. Contributing partners in the educational process include all district staff, students, families, and the community.

COMMUNITY

It is important for each member of the educational community to recognize and respect all forms of diversity. Contributing partners in the

educational process include all district staff, students, families, and the community.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Mary Catherine Reljac	Administrator	Superintendent of Schools
Dr. David McCommons	Administrator	Deputy Superintendent of Schools
Dr. Stephen Edwards	Administrator	Director of Student Achievement and Instructional Verification
Dr. Michael Hower	Administrator	Lead Principal, Fox Chapel Area High School
Mr. Jonathan Nauhaus	Administrator	Principal, Dorseyville Middle School
Dr. Paul Noro	Administrator	Principal, Kerr Elementary School
Ms. Kimberly Andrews	Board Member	Fox Chapel Area School District
Mrs. Amy Cooper	Board Member	Fox Chapel Area School District
Ms. Marybeth Dadd	Board Member	Fox Chapel Area School District
Brigitte Patrick	Parent	Fox Chapel Area School District
Deborah Desjardins	Parent	Fox Chapel Area School District
David Turner	Parent	Fox Chapel Area School District
Adam Bright	Community Member	Fox Chapel Area School District

Name	Position	Building/Group
Jessie Handron	Community Member	Fox Chapel Area School District
Katie Kenyon	Community Member	Fox Chapel Area School District
John Anderson	Other	Fox Chapel Area School District
Kristen Bost	Other	Fox Chapel Area School District
Mimi Loeffler	Other	Fox Chapel Area School District
Lesley Cowles	Other	Fox Chapel Area School District
Megan Jarrett	Other	Fox Chapel Area School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Purpose: Utilizing systems and curriculums for identifying student needs and addressing them through individualized and differentiated instruction to meet the needs of all learners	Essential Practices 1: Focus on Continuous Improvement of Instruction
Community: Enhancing community and stakeholder involvement coinciding with the district's Mission, Vision, Values, and Beliefs	Community Engagement
Passion: Providing students with authentic learning experiences that motivate them to pursue their interests with a focus on educating the whole student	Rigorous Courses of Study Section
Care: Identifying and addressing areas of need in regard to student and staff mental health/wellness	Wellness

ACTION PLAN AND STEPS

Evidence-based Strategy	
Purpose	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Purpose	The Fox Chapel Area School District will utilize benchmark assessments in mathematics, reading, and science

Goal Nickname**Measurable Goal Statement (Smart Goal)**

to monitor student growth thought the school year. The development of teacher designed instructional response plans will be used to identify the areas of focus in mathematics, reading, and science for students demonstrating areas of need (enrichment or remediation) in particular content areas or standards.

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Further the development of the district's response to data and instructional planning model through the incorporation of 3-4 benchmarking windows in the areas of mathematics, reading, and science.

2023-09-01 -
2026-09-01

District
Administration

Quarterly benchmarking data and analysis

Using data from benchmarking assessments, building principals will work with teachers to develop instructional response plans that individualize instruction based on areas of need.

2023-09-01 -
2026-09-01

Building
Principals /
Teachers

Instructional response plans by teacher, overseen by building principals

Anticipated Outcome

The number of students performing below the 50th percentile rank in mathematics, reading, and science will decrease throughout the school year.

Monitoring/Evaluation

STAR Reading, STAR Mathematics, and Science CDT will be administered 3-4 times per year. All students in grades K-8 will take STAR Math, Reading, and/or STAR Early Literacy. The Science CDT will be administered to all 4th and 8th grade students. Select high school students preparing for their Keystone Exams will also take STAR Reading, STAR Algebra, or the Biology CDT.

Evidence-based Strategy

Community

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Community

The district will create opportunities to engage the community and its stakeholders in collaborative opportunities (i.e. educational activities, informational seminars, family learning events, etc.) that support the development of the whole student.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

The district will create and support opportunities to engage the community and its stakeholders in collaborative opportunities (i.e., educational activities, informational seminars, family learning events, etc.) that support the development of the whole student.

2023-09-01 -
2026-09-01

District
Administration

Community partnerships,
stakeholder involvement,
and communication

Anticipated Outcome

The district will identify areas to further engage community stakeholders and develop partnerships within the community and implement avenues for learning through educational activities, informational seminars, family learning events, etc.

Monitoring/Evaluation

Overview of opportunities provided and/or available to students, staff, families, and community members, and participation in these opportunities.

Evidence-based Strategy

Passion

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

Passion

Diversify the instructional opportunities available to students through engaging learning activities that focus on educating the whole student.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Develop instructional activities that promote and support real-life/world experiences. Research, identify, and develop partnerships with local universities and community programs to offer students diverse learning experiences including but not limited to College in High School and Career Exploration (K-12), etc.

2023-09-01 -
2026-09-01

District
Administration

Dual enrollment agreements and local partnerships (JA Biztown)

Anticipated Outcome

Implement programs and activities in conjunction with community and higher education partnerships that provide students with real-life learning opportunities. Develop instructional lessons and activities that correlate with real-world experiences, including those that support

career exploration.

Monitoring/Evaluation

Increase the number of opportunities for students and partnerships within the community. Gather feedback through methods of data collection.

Evidence-based Strategy

Care

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Care	The district will continue to promote wellness activities for students and staff throughout the school year and will identify new forms of data collection to measure needs of student and staff wellness.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The district will continue to promote wellness activities for staff and students throughout the school year and will identify new forms of data collection to measure needs of student and staff wellness and outcomes.	2023-09-01 - 2026-09-01	Wellness Team	Data collection tools

Anticipated Outcome

The district will identify areas of strength and need in regard to student and staff wellness and provide resources and opportunities to address needs.

Monitoring/Evaluation

Data collection tools

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The district will create opportunities to engage the community and its stakeholders in collaborative opportunities (i.e. educational activities, informational seminars, family learning events, etc.) that support the development of the whole student. (Community)</p>	<p>Community</p>	<p>The district will create and support opportunities to engage the community and its stakeholders in collaborative opportunities (i.e., educational activities, informational seminars, family learning events, etc.) that support the development of the whole student.</p>	<p>09/01/2023 - 09/01/2026</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The district will continue to promote wellness activities for students and staff throughout the school year and will identify new forms of data collection to measure needs of student and staff wellness. (Care)	Care	The district will continue to promote wellness activities for staff and students throughout the school year and will identify new forms of data collection to measure needs of student and staff wellness and outcomes.	09/01/2023 - 09/01/2026

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

The district is meeting or exceeding achievement standards on PSSA and Keystone Exams in nearly all subject areas and across all schools.

All schools are meeting or exceeding State College and Career Reading Measures.

Each school has content areas where they are meeting or exceeding growth measures, based on PVAAS calculations, on the Keystone Exams and PSSAs

All 4 elementary schools are exceeding statewide goals for the percentage of proficient and advanced students on the ELA, Mathematics, and Science PSSAs.

Fox Chapel Area High School is exceeding Keystone Exam (Algebra, Biology, and Literature) statewide academic growth expectations, based on the Pennsylvania Department of Education's PVAAS calculations for the 2021-2022 school year.

50% of students scored advanced on the 2021-2022 ELA PSSA.

Challenges

While the percentages of students scoring proficient and advanced on PSSAs were consistent, the growth expectations at some schools did not meet the statewide goals (Fairview - ELA, Hartwood - Science/Math, O'Hara - Math, & Dorseyville ~- ELA/Science).

The percentage of students scoring proficient or advanced on the English Language Arts PSSA decreases as students advance through elementary school (3rd Grade - 89.3%, 4th Grade - 80.8%, 5th Grade - 81%).

44.7% of 7th-grade students were not proficient on the 2021-2022 Math PSSA.

There are some differences in the percentage of students proficient/advanced on the 2021-2022 Math PSSA when comparing schools (Fairview - 92.1%, Hartwood - 81.3%, Kerr - 77.3%, O'Hara - 84.2%, and DMS - 62.9%).

The number of students proficient or advanced on the 2021-2022 winter Biology Keystone Exam is lower than in the spring.

Strengths

All 4 elementary schools and Dorseyville Middle School had more than 80% of students score proficient or advanced on their 2021-2022 PSSA.

The PASS Survey shows overall positive perceptions about school within each demographic area.

The district's Title I school had high levels of proficiency on the mathematics, ELA, and science PSSAs.

More student scored advanced than proficient on the 2021-2022 ELA PSSA.

Proficient and advanced percentages on the winter and spring Keystone Exams are relatively similar, which shows consistency among instruction/courses/outcomes.

98.7% of Dorseyville Middle School students taking the 2021-2022 spring Algebra Keystone Exam scored proficient (15.1%) or advanced (83.6%).

All four elementary schools had more than 75% of students score proficient or advance on their 2021-2022 Mathematics PSSA

89.1% of 3rd grade students scored proficient or advanced on the 2021-2022 Mathematics PSSA

Challenges

Although these are students who are typically retaking the assessment, considerations for improving these score should be considered.

The number of students proficient and advanced on the 2021-2022 Science PSSA is above 90% in all elementary schools with the exception of one (89.7%), and that school has the least amount of students who scored advanced.

There are variances in the number of students achieving proficient and advanced among schools within different sub groups, specifically students with disabilities.

How can the district provide individualized education to support the academic needs of all students?

How can the district continue to develop supports for staff and students centered around wellness?

How will the district further engage and utilize community partnerships to further support the development of the whole student?

What additional learning opportunities can the district provide for real-world experiences that align to students' interests and future careers?

Strengths

60% of students scored advanced in the spring Algebra Keystone Exam.

60% of students scored advanced in the 2021-2022 Spring Biology Keystone Exam.

All four elementary schools scored above 85% proficient or advanced on the 2021-2022 Science PSSA.

77% of elementary students scored advanced on the 2021-2022 Science PSSA.

87.6% of students who took AP exams during the 2021-2022 school year scored a 3 (17.92%), 4 (30.17%), or 5 (39.53%).

100% of all elementary students are meeting college and career measures. All Fox Chapel Area elementary schools are exceeding statewide standards of performance for students meeting the Career Standards Benchmark.

All schools within the district are either meeting or exceeding statewide standards of performance for students meeting the Career Standards Benchmark.

The district's Multi-Tiered System of Supports is used to support all students within the district.

The district technology plan ensures equitable access to

Challenges

How can we create more opportunities for students to gain experience in the fields or trades that they hope to pursue after high school?

How can we create more opportunities for students to earn more college level credits prior to graduation?

Strengths

technology and devices for all students.

The district has implemented systems and curriculums for identifying student needs and addressing them through individualized and differentiated instruction to meet the needs of all learners.

Professional development for school staff and administrators is ongoing and is used to keep educators informed on the newest challenges that our students and community are facing. This is most recognizable in the district's efforts to support Equity, Inclusion, and Belonging training for its staff.

Organizational and instructional coherence is a consistent goal of the district. Ensuring instructional fidelity and coherence among the schools is promoted through ongoing professional development and monitored through data collection and instructional observations.

Most Notable Observations/Patterns

The district has long established its ability to grow students academically through an inclusive and systematic approach. Differentiation and meeting the needs of students are current strengths, as well as growing students who come from lower socioeconomic backgrounds. Considerations for educating the whole student need to be included in the reshaping of the district's mission and vision. Also, more consideration for how to involve the community and get students involved in the community need to be considered.

Challenges	Discussion Point	Priority for Planning
How can the district continue to develop supports for staff and students centered around wellness?	The vision statement is an area of focus that considers how we educate the whole student.	✓
How can the district provide individualized education to support the academic needs of all students?	Utilization of the district's benchmarking and data analysis process can be used to individualize learning for students.	✓
How will the district further engage and utilize community partnerships to further support the development of the whole student?	Consider how to incorporate community involvement within mission/vision and focus on the whole student.	✓
What additional learning opportunities can the district provide for real-world experiences that align to students' interests and future careers?	Providing students with authentic learning experiences that motivate them to pursue their interests with a focus on educating the whole student.	✓

ADDENDUM B: ACTION PLAN

Action Plan: Purpose

Action Steps	Anticipated Start/Completion Date
Further the development of the district's response to data and instructional planning model through the incorporation of 3-4 benchmarking windows in the areas of mathematics, reading, and science.	09/01/2023 - 09/01/2026

Monitoring/Evaluation	Anticipated Output
STAR Reading, STAR Mathematics, and Science CDT will be administered 3-4 times per year. All students in grades K-8 will take STAR Math, Reading, and/or STAR Early Literacy. The Science CDT will be administered to all 4th and 8th grade students. Select high school students preparing for their Keystone Exams will also take STAR Reading, STAR Algebra, or the Biology CDT.	The number of students performing below the 50th percentile rank in mathematics, reading, and science will decrease throughout the school year.

Material/Resources/Supports Needed	PD Step	Comm Step
Quarterly benchmarking data and analysis	no	no

Action Steps**Anticipated Start/Completion Date**

Using data from benchmarking assessments, building principals will work with teachers to develop instructional response plans that individualize instruction based on areas of need.

09/01/2023 - 09/01/2026

Monitoring/Evaluation**Anticipated Output**

STAR Reading, STAR Mathematics, and Science CDT will be administered 3-4 times per year. All students in grades K-8 will take STAR Math, Reading, and/or STAR Early Literacy. The Science CDT will be administered to all 4th and 8th grade students. Select high school students preparing for their Keystone Exams will also take STAR Reading, STAR Algebra, or the Biology CDT.

The number of students performing below the 50th percentile rank in mathematics, reading, and science will decrease throughout the school year.

Material/Resources/Supports Needed**PD Step****Comm Step**

Instructional response plans by teacher, overseen by building principals

no

no



Action Plan: Community

Action Steps	Anticipated Start/Completion Date
The district will create and support opportunities to engage the community and its stakeholders in collaborative opportunities (i.e., educational activities, informational seminars, family learning events, etc.) that support the development of the whole student.	09/01/2023 - 09/01/2026

Monitoring/Evaluation	Anticipated Output
Overview of opportunities provided and/or available to students, staff, families, and community members, and participation in these opportunities.	The district will identify areas to further engage community stakeholders and develop partnerships within the community and implement avenues for learning through educational activities, informational seminars, family learning events, etc.

Material/Resources/Supports Needed	PD Step	Comm Step
Community partnerships, stakeholder involvement, and communication		yes



Action Plan: Passion

Action Steps	Anticipated Start/Completion Date	
Develop instructional activities that promote and support real-life/world experiences. Research, identify, and develop partnerships with local universities and community programs to offer students diverse learning experiences including but not limited to College in High School and Career Exploration (K-12), etc.	09/01/2023 - 09/01/2026	
Monitoring/Evaluation	Anticipated Output	
Increase the number of opportunities for students and partnerships within the community. Gather feedback through methods of data collection.	Implement programs and activities in conjunction with community and higher education partnerships that provide students with real-life learning opportunities. Develop instructional lessons and activities that correlate with real-world experiences, including those that support career exploration.	
Material/Resources/Supports Needed	PD Step	Comm Step
Dual enrollment agreements and local partnerships (JA Biztown)	no	no



Action Plan: Care

Action Steps

Anticipated Start/Completion Date

The district will continue to promote wellness activities for staff and students throughout the school year and will identify new forms of data collection to measure needs of student and staff wellness and outcomes.

09/01/2023 - 09/01/2026

Monitoring/Evaluation

Anticipated Output

Data collection tools

The district will identify areas of strength and need in regard to student and staff wellness and provide resources and opportunities to address needs.

Material/Resources/Supports Needed

PD Step

Comm Step

Data collection tools

no

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals

**Action Plan
Name**

**Professional
Development Step**

**Anticipated
Timeline**

PROFESSIONAL DEVELOPMENT PLANS

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The district will create opportunities to engage the community and its stakeholders in collaborative opportunities (i.e. educational activities, informational seminars, family learning events, etc.) that support the development of the whole student. (Community)	Community	The district will create and support opportunities to engage the community and its stakeholders in collaborative opportunities (i.e., educational activities, informational seminars, family learning events, etc.) that support the development of the whole student.	2023-09-01 - 2026-09-01
The district will continue to promote wellness activities for students and staff throughout the school year and will identify new forms of data collection to measure needs of student and staff wellness. (Care)	Care	The district will continue to promote wellness	2023-09-01 - 2026-09-01

Measurable Goals

Action Plan Name

Communication Step

Anticipated Timeline

activities for staff and students throughout the school year and will identify new forms of data collection to measure needs of student and staff wellness and outcomes.

COMMUNICATIONS PLAN

Communication Step

Audience

Topics/Message of Communication

Community

Community Stakeholders: Students, staff, parents, teachers, administrators, community members, local businesses, etc.

Communication of upcoming events (educational activities, informational seminars, family learning events, etc.) on school and community related topics.

Anticipated Timeframe	Frequency	Delivery Method
09/01/2023 - 09/01/2026	As events occur	Email Letter Posting on district website Newsletter

Lead Person/Position
District Administration

Communication Step	Audience	Topics/Message of Communication
Care	Students, staff, parents, teachers, administrators, community stakeholders, local businesses, etc.	Resources and events to support mental health and wellness.

Anticipated Timeframe	Frequency	Delivery Method
09/01/2023 - 09/01/2026	As events occur or information becomes available	Email Letter Newsletter Posting on district website

Lead Person/Position

District Administration

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
The district will be introducing its newly-designed Strategic Vision, which was created in conjunction with the development of the comprehensive plan. The Strategic Vision will be shared and communicated with all stakeholders at the start of the 2023-2024 school year and will be used to guide future goal setting and decision making.	The Strategic Vision: Purpose, Passion, Care, and Community	Back-to-School meetings with teachers and parents. Email, website, and flyers will also be used to share the comprehensive plan and Strategic Vision.	All district stakeholders	Introduce in August of 2023 with updates occurring throughout the school year.

FOX CHAPEL AREA SD

611 Field Club Rd

Induction Plan (Chapter 49) | 2023 - 2026

INDUCTION PLAN (CHAPTER 49)

Chapter 4 establishes that each school entity shall submit to the Department for approval an induction plan every 6 years as required under Chapter 49, Section 16(a). A school entity shall make its induction plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department.

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of LEA Induction Plans:

- Each school entity shall submit to the Department for approval a plan for the induction experience for first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists.
- The induction plan shall be prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

PROFILE AND PLAN ESSENTIALS

Fox Chapel Area School District

103023912

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Mary Catherine Reljac

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INDUCTION PLAN COMMITTEE PARTICIPANTS

The Induction Plan Committee is responsible for the development and operation of the LEA's Educator Induction Program.

In accordance with 22 PA Code Chapter 49.16 the induction committee must include teacher or educational specialist representatives, or both, selected by teachers, educational specialists, and administrative representatives from within the school/district.

STEERING COMMITTEE

Name	Title	Committee Role	Chosen/Appointed by
Matthew Harris	Executive Director of Secondary Education and Instruction	Administrator	Administration Personnel
Ashley Constantine	Executive Director of Elementary Education and	Administrator	Administration Personnel

Name	Title	Committee Role	Chosen/Appointed by
	Instruction		
Daniel Lentz	Program Principal, Fox Chapel Area High School	Administrator	Administration Personnel
Laura Miller	Program Principal, Dorseyville Middle School	Administrator	Administration Personnel
Susan Kreit	Principal, Fairview Elementary School	Administrator	Administration Personnel
Adam Goode	School Board Member	Other	School Board of Directors
Eric Hamilton	School Board Member	Other	School Board of Directors
Jessica Haselkorn	Parent	Other	School Board of Directors
Maisha Johnson	Parent	Other	School Board of Directors
Zelha Tunc Pekkan	Parent	Other	School Board of Directors
Rachael Link	Community Representative	Other	School Board of Directors
Juan Toboas	Community Representative	Other	School Board of Directors
Vanessa Torres Lauterbach	Community Representative	Other	School Board of Directors
Stephanie Reily	Teacher	Teacher	Teacher
Drew Richards	Teacher	Teacher	Teacher

Name	Title	Committee Role	Chosen/Appointed by
Kelli Schneider	Teacher	Teacher	Teacher
Colleen Kozak	Educational Specialist	Education Specialist	Education Specialist

EDUCATOR INDUCTION PLAN (EIP) (22 PA CODE, 49.16)

By checking each of the following boxes, the LEA is assuring that it complies with and has instituted each of the following Chapter 49 Induction Plan requirements.

Plan requirements	Yes/No
Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? (22 Pa Code, 49.16)	Yes
Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? (22 Pa Code, 49.16)	Yes
Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? (22 Pa Code, 49.16)	Yes
Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team for the duration of the induction program? (22 Pa Code, 49.16)	Yes
Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? (24 P.S. § 11-1138.8 (c)(3) and 22 Pa Code, 49.16)	Yes
Does the induction plan:	Yes
a. Assess the needs of inductees?	
b. Describe how the program will be structured?	Yes
c. Describe what content will be included, along with the delivery format and timeframe?	Yes

Plan requirements

Yes/No



MENTORS

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
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).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	No

OTHER

PLEASE EXPLAIN THE LEA'S PROCESS FOR ENSURING THEIR MENTORS HAVE THE ABOVE SELECTED

CHARACTERISTICS.

When selecting mentor's the district looks for mentors that are experienced within their area of certification and have demonstrated strong instructional practices during their time with the Fox Chapel Area School District.

NEEDS ASSESSMENT

Which of the following characteristics does the Local Education Agency (LEA) use to select mentors?

Characteristics used by LEA	Yes/No
Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative & Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	Yes
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	No

OTHER

BASED ON THE TOOLS AND METHODS SELECTED ABOVE, DESCRIBE THE LEA'S INDUCTION PROGRAM, INCLUDING THE FOLLOWING DETAILS:

- **PROGRAM STRUCTURE**
- **CONTENT INCLUDED**
- **MEETING FREQUENCY**
- **DELIVERY FORMAT**

Program Structure: The Fox Chapel Area School District (FCASD) designed the educator induction plan to help new staff members understand and fulfill their role in accomplishing the mission, goals, and objectives of the FCASD outlined in the district's strategic plan. The induction plan helps new staff members gain knowledge of its policies and procedures and develop an understanding of the district's beliefs and values. District mentors assist all new staff, providing individual support, resources and guidance throughout induction. The educator induction program is a two-year program that offers reflection and self-assessment through online, asynchronous activities, workshops and trainings, and mentor support. The program is differentiated by position (type, length of contract, etc.).

Content Included: The program workshops support the district's mission and vision, empower teacher leadership, provide support and practical application, build capacity within the organization, and expand professional development offerings for all staff members. The content included is as follows: Differentiated Instruction Philosophy, Positive Learning Environment, Data to Instructional Response, Ongoing Assessment and Flexible Grouping, and Instructional Technology.

Meeting Frequency: Professional development sessions, touch points, and support meetings occur on a quarterly basis.

Delivery Format: Sessions are live via teacher professional development workshops. Inductees also have the opportunity to meet with their mentors on an on-going basis. Inductees also use the district induction portal to reflect on workshops and the Danielson Framework for teaching and learning.

EDUCATOR INDUCTION PLAN TOPIC AREAS

Ensure that professional development activities contain content that develops teacher competency, increases student learning, and aligns with at least one component contained in the Danielson Framework for Teaching.

CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS

Selected Danielson Framework(s)	Timeline
4f: Showing Professionalism	Year 1 Spring, Year 3 Spring, Year 2 Fall, Year 2 Spring, Year 1 Fall, Year 3 Fall, Year 2 Winter, Year 1 Winter, Year 3 Winter

ASSESSMENTS AND PROGRESS MONITORING

Selected Danielson Framework(s)	Timeline
4b: Maintaining Accurate Records 1e: Designing Coherent Instruction	Year 1 Fall, Year 3 Fall, Year 1 Spring, Year 3 Spring, Year 2 Fall, Year 2 Spring, Year 2 Winter, Year 1 Winter, Year 3 Winter

INSTRUCTIONAL PRACTICES

Selected Danielson Framework(s)**Timeline**

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

3d: Using Assessment in Instruction

Year 1 Spring, Year 3 Spring, Year 1 Winter, Year 3 Winter, Year 1 Fall, Year 3 Fall, Year 2 Fall, Year 2 Winter, Year 2 Spring

SAFE AND SUPPORTIVE SCHOOLS**Selected Danielson Framework(s)****Timeline**

4e: Growing and Developing Professionally

1d: Demonstrating Knowledge of Resources

Year 1 Winter, Year 1 Fall, Year 1 Spring, Year 3 Winter, Year 3 Fall, Year 2 Spring, Year 2 Fall, Year 2 Winter, Year 3 Spring

STANDARDS/CURRICULUM**Selected Danielson Framework(s)****Timeline**

1e: Designing Coherent Instruction

Year 3 Winter, Year 3 Spring, Year 1 Spring, Year 3 Fall, Year 1 Fall, Year 2 Winter, Year 1 Winter,

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of Resources

Year 2 Spring, Year 2 Fall

TECHNOLOGY INSTRUCTION

Selected Danielson Framework(s)

Timeline

1d: Demonstrating Knowledge of Resources

Year 2 Winter, Year 2 Fall, Year 3 Spring, Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 3 Fall, Year 1 Spring, Year 3 Winter

ACCOMMODATIONS AND ADAPTATIONS FOR DIVERSE LEARNERS

Selected Danielson Framework(s)

Timeline

1c: Setting Instructional Outcomes
3e: Demonstrating Flexibility and Responsiveness

Year 2 Fall, Year 1 Fall, Year 2 Winter, Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Spring, Year 3 Winter, Year 3 Spring

DATA INFORMED DECISION MAKING

Selected Danielson Framework(s)

Timeline

3d: Using Assessment in Instruction
1a: Demonstrating Knowledge of
Content and Pedagogy
1d: Demonstrating Knowledge of
Resources

Year 1 Fall, Year 3 Fall, Year 1 Spring, Year 3 Spring, Year 2 Spring, Year 2 Fall, Year 1 Winter,
Year 3 Winter, Year 2 Winter

CLASSROOM AND STUDENT MANAGEMENT

Selected Danielson Framework(s)

Timeline

2c: Managing Classroom Procedures
1b: Demonstrating Knowledge of
Students
2d: Managing Student Behavior

Year 1 Spring, Year 2 Spring, Year 3 Spring, Year 1 Fall, Year 2 Fall, Year 3 Fall, Year 1 Winter,
Year 2 Winter, Year 3 Winter

PARENTAL AND/OR COMMUNITY INVOLVEMENT

Selected Danielson Framework(s)

Timeline

4c: Communicating with Families

Year 2 Winter, Year 1 Spring, Year 3 Winter, Year 3 Spring, Year 1 Fall, Year 2 Spring, Year 2 Fall,
Year 1 Winter, Year 3 Fall

Selected Danielson Framework(s)

Timeline

PROFESSIONAL ETHICS PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)

Timeline

4e: Growing and Developing
Professionally
4f: Showing Professionalism

Year 2 Spring, Year 1 Spring, Year 3 Spring, Year 2 Fall, Year 1 Fall, Year 3 Fall, Year 2 Winter,
Year 1 Winter, Year 3 Winter

CULTURALLY RELEVANT AND SUSTAINING EDUCATION PROGRAM FRAMEWORK GUIDELINES

Selected Danielson Framework(s)

Timeline

4e: Growing and Developing
Professionally

Year 2 Winter, Year 1 Fall, Year 3 Fall, Year 1 Winter, Year 3 Winter, Year 2 Fall, Year 1 Spring,
Year 3 Spring, Year 2 Spring

EDUCATOR EFFECTIVENESS

Selected Danielson Framework(s)

Timeline

Selected Danielson Framework(s)**Timeline**

4a: Reflecting on Teaching

Year 1 Fall, Year 2 Spring, Year 1 Winter, Year 3 Fall, Year 2 Fall, Year 2 Winter, Year 1 Spring,
Year 3 Winter, Year 3 Spring

EVALUATION AND MONITORING

Describe the procedures employed to monitor and evaluate the Educator Induction Program. As part of this process LEAs should systematically collect data on the educator induction program design, implementation, and outcomes. This data may include:

- a. Survey of participants – new teachers, mentors, principals, and other members of the Educator Induction Program to determine levels of satisfaction and to understand the strengths and weakness of the program
- b. Analysis of activities and resources used in the program
- c. Aligned program evaluation instruments that provide quantitative and qualitative data (e.g., survey/questionnaires, individual and group interviews, and observation tools) to determine the impact of participating teachers and their students

EVALUATION AND MONITORING

The district utilizes Google Forms for survey and reflection for inductees on concepts related to the Danielson Framework and other competencies related to teaching and learning. The district also uses a evaluation form to monitor the effectiveness of the induction program and collects data to make adjustments annually.

DOCUMENTATION OF PARTICIPATION AND COMPLETION

Identify the methods used to record inductee participation and program completion.

Participation	Completion
Mentor documents his/her inductee's involvement in the program.	Yes
A designated administrator receives, evaluates, and archives all mentor records.	Yes
School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.	Yes
Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.	Yes
Confirm that all first-year teachers are required to participate in the induction program.	Yes

IF "NO" IS SELECTED, PLEASE EXPLAIN WHAT INDIVIDUALS WERE NOT INCLUDED IN THE INDUCTION PROGRAM AND WHY.

EDUCATOR INDUCTION PLAN STATEMENT OF ASSURANCE

We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Educator Induction Plan Coordinator

Date

I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the [National Staff Development Council's Standards for Staff Learning](#).

Chief School Administrator

Date

FOX CHAPEL AREA SD

611 Field Club Rd

Professional Development Plan (Act 48) | 2023 - 2026

ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

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

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Matt Harris	Director of Secondary Education	Administrator	Administration Personnel
Ashley Constantine	Executive Director of Elementary Education	Administrator	Administration Personnel
Maisha Johnson	Parent	Parent of Child Attending	School Board of Directors
Zelha Tunc Pekkan	Parent	Parent of Child Attending	School Board of Directors
Jessica Haselkorn	Parent	Parent of Child Attending	School Board of Directors
Rachel Link	Community Member	Community Member	School Board of Directors
Vanessa Torres Lautenbach	Community Members	Community Member	School Board of Directors
Eric Hamilton	School Board Member	Other	School Board of Directors
Adam Goode	School Board Member	Other	School Board of Directors

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

The Learning and Teaching Committee met a total of 3 times during the 20223-2023 school year. In addition, the school board has and

academic committee that also oversees and meets on a monthly basis during the school year.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

SAFETY

Audience	Topics to be Included	Evidence of Learning
All Staff	Run, Hide, Fight; Evacuation and Reunification; Threat Assessment; Suicide Prevention; Bullying Prevention	All topics covered include assessments that participants must pass.

Lead Person/Position	Anticipated Timeline
Matt Harris	08/21/2023 - 08/28/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	This will be done annually		At Least 1-hour of Trauma-informed Care Training for All Staff

CULTURALLY RELEVANT AND SUSTAINING EDUCATION

Audience	Topics to be Included	Evidence of Learning
All Staff	Diversity, equity, inclusion, and belonging Issues related to student/staff diversity Identify behaviors that can discriminate or contribute to a hostile learning environment Exploring positive behaviors that show respect and appreciation	All topics covered include assessments that participants must pass.
Lead Person/Position	Anticipated Timeline	
Matt Harris	08/25/2023 - 08/25/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually	2a: Creating an Environment of Respect and Rapport	Common Ground: Culturally Relevant Sustaining Education
Workshop(s)	Annually	2a: Creating an Environment of Respect and Rapport	Teaching Diverse Learners in Inclusive Settings

EDUCATOR ETHICS

Audience	Topics to be Included	Evidence of Learning
All Staff	Overview of ethical standards at work, including ethical behavior with monitoring practices. Ethical behavior with colleagues. Identifying guidelines for appropriate ethical behavior.	All topics covered include assessments that participants must pass.

Lead Person/Position	Anticipated Timeline
Matt Harris	08/24/2023 - 10/28/2023

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually	4f: Showing Professionalism	Professional Ethics

TRAUMA INFORMED CARE

Audience	Topics to be Included	Evidence of Learning
All Staff	Trauma informed awareness and practices. - Recognizing the signs of trauma - Main sources of trauma - Categories of abusive behaviors - Effects of neglect - Trauma signs and symptoms - Strategies for helping students experiencing trauma	All topics covered include assessments that participants must pass.
Lead Person/Position	Anticipated Timeline	
Matt Harris	10/11/2023 - 10/11/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Annually	2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students	At Least 1-hour of Trauma-informed Care Training for All Staff

STRUCTURED LITERACY

Audience	Topics to be Included	Evidence of Learning
Grades K-2 Grades 3-5 Ed Support and Reading Specialists K-5 (Can be included with the other 2 educator groups listed above or be trained in year 2 if there are other team priorities in year 1)	Structured Literacy Competencies (*PTA Refresh for K-2) Vocabulary Comprehension (Journeys)	Additional reteaching and walkthroughs focused on vocabulary, comprehension.
Lead Person/Position	Anticipated Timeline	
Dana Simile	08/29/2023 - 08/31/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Ongoing over the next 3 years	1a: Demonstrating Knowledge of Content and Pedagogy	Structured Literacy

STRUCTURED LITERACY

Audience	Topics to be Included	Evidence of Learning
Grades K-2 Grades 3-5 Ed Support and Reading Specialists K-5 (Can be included with the other 2 educator groups listed above or be trained in year 2 if there are other team priorities in year 1)	Structured Literacy Competencies (*PTA Refresh for K-2) Vocabulary Comprehension (Journeys)	Additional reteaching and walkthroughs focused on vocabulary, comprehension.
Lead Person/Position	Anticipated Timeline	
Dana Simile	08/29/2023 - 08/31/2026	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Ongoing over the next 3 years	1a: Demonstrating Knowledge of Content and Pedagogy	Structured Literacy

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

Professional Education Plan Guidelines

Yes/No

Are the following professional development activities included in the Act 48 Professional Development Plan?

Language and Literacy Acquisition for All Students

Yes

Teaching Diverse Learners in Inclusive Settings

Yes

At least 1-hour of trauma-informed care training for all staff

Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

Yes

Structured Literacy Program Framework Guidelines

Yes

When is the first year the LEA will offer Structured Literacy Training to the staff?

2023-
2024

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?

early childhood, elementary-middle level, special education, ESL, and reading specialist

Is the LEA using or planning to implement Structured Literacy (Select One)?

Hybrid, Structured Literacy components integrated into reading program.

EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

Survey Review Data Benchmarking Observation and Walkthrough review of artifacts interventions

PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Professional Education Committee Chairperson:

Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Superintendent or Chief Administrative Officer:

Date

FOX CHAPEL AREA SD

611 Field Club Rd

Student Services Assurances (Chapter 12) | 2023 - 2026

STUDENT SERVICES ASSURANCES (CHAPTER 12)

Chapter 12, Section 12.32, establishes the elements required in an LEA's Student and Student Services Plan. The plan for student records must conform with applicable State and Federal laws, regulations, and directives identified in guidelines issued by the Department.

PROFILE AND PLAN ESSENTIALS

Fox Chapel Area School District

103023912

611 Field Club Road , Pittsburgh, Pennsylvania 15238

Timothy Mahoney

timothy_mahoney@fcasd.edu

412-967-2435 Ext.

Mary Catherine Reljac

marycatherine_reljac@fcasd.edu

STUDENT SERVICES ASSURANCE

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Safe Schools Programs, Strategies and Actions	In Compliance? Yes or No
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement (24 P.S. § 13-1303-AI)	Yes
School-wide Positive Behavioral Programs	Yes
Bullying Prevention Program	Yes
Conflict Resolution or Dispute Management	Yes

Safe Schools Programs, Strategies and Actions**In Compliance? Yes or No**

Peer Helper Programs

Yes

Safety and Violence Prevention Program

Yes

Comprehensive School Safety and Violence Prevention Plans ([Article XIII-B of the School Code](#))

Yes

Purchase of Security-Related Technology

Yes

Student, Staff and Visitor Identification Systems

Yes

Placement of School Resource Officers

Yes

Counseling Services available for all Students

Yes

Internet Web-Based System for the Management of Student Discipline

Yes

LEAs must indicate compliance to Chapter 12 regulations by ensuring the existence and implementation of the following LEA policies and procedures.

Other Chapter 12 Requirements	In Compliance? Yes or No
Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))	Yes
Free Education and Attendance (in compliance with § 12.1)	Yes
School Rules (in compliance with § 12.3)	Yes
Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)	Yes
Discrimination (in compliance with § 12.4)	Yes
Corporal Punishment (in compliance with § 12.5)	Yes
Exclusion from School, Classes, Hearings (in compliance with § 12.6 , § 12.7 , § 12.8)	Yes
Freedom of Expression (in compliance with § 12.9)	Yes
Confidential Communications (in compliance with § 12.12)	Yes
Searches (in compliance with § 12.14)	Yes
Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)	Yes

Other Chapter 12 Requirements**In Compliance? Yes or No**

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

Yes

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

Yes

Development and Implementation of Local Wellness Program (in compliance with 42 USCS [§1758b](#))

Yes

Establishment and Implementation of Student Assistance Programs at all of levels of the school system ([§12.42](#))

Yes

Acceptable Use Policy for Technology Resources 24 P.S. [§ 4604](#)

Yes

As Chief School Administrator, I affirm that this LEA complies with and has instituted local policies and procedures related to the requirements of Safe and Supportive Schools, as outlined in Chapter 12.

Superintendent/CEO Electronic Signature

Date

FOX CHAPEL AREA SD

611 Field Club Rd

Gifted Education Plan Assurances (Chapter 16) | 2023 - 2026

CHAPTER 16

Chapter 16 of the PA Code specifies how Pennsylvania will meet its obligations to suspected and identified gifted students who require gifted education to reach their potential. Gifted students are to be provided with quality gifted education services and programs. Requirements for Gifted Education Plans can be found in the Pennsylvania Code (22 Pa Code §16.32).

In accordance with 22 Pa. Code § 4.13(e) (relating to strategic plans) and 22 Pa. Code § 16.4, each school district shall develop and implement a gifted education plan every 6 years.

- a. The plan shall include the process for identifying children who are gifted and in need of specially designed instruction, as well as the gifted special education programs offered.
- b. The school districts shall make its gifted education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school district's board of directors.
- c. Each school district shall provide, as the Department may require, reports of students, personnel and program elements, including the costs of the elements, which are relevant to the delivery of gifted education. (22 Pa. Code § 16.4)

1. Describe your district's public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).

The Fox Chapel Area School District posts annual notices and develops annual awareness activities to inform the public of gifted education services and programs and the manner by which to request these services and programs. These awareness activities are designed to reach both parents of students enrolled in the public schools and the parents of school age children not enrolled in the public schools. Awareness activities are conducted annually and include providing information in local newspapers, In Fox Chapel Magazine, student handbooks and on the school district website. The Fox Chapel Area School District also collaborates with local parent groups (PAGE) to ensure that the public is fully informed of gifted education programs and services.

2. Describe your district's process for locating students who are thought to be gifted and may need specially designed instruction.

The Fox Chapel Area School District conducts monthly child find processes and designated universal screening for gifted education. This screening process includes review of classroom performance and identified need for enrichment or acceleration, universal screening through CogAT, benchmarking utilizing the STAR 360 assessment, teacher checklists, and review of student curricular portfolio.

3. Describe your district's procedures for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION).

The Fox Chapel Area School District determines eligibility and need through a Gifted Written Report (GWR). This report evaluates eligibility and need based on the following criteria: Information of the parent, student and other individuals who interact with the student on a regular basis; a nationally normed cognitive assessment; a nationally normed assessment of achievement; evaluation of rates of acquisition and retention; student portfolio evaluation of achievement, performance, or expertise in one or more academic areas; evaluation of learner strengths through a Gifted Evaluation Scale; evaluation of educational needs relative to suspected giftedness including differentiated instruction or acceleration; and the assessment of possible intervening factors which may mask giftedness.

4. Describe the gifted programs* that are offered to provide opportunities for acceleration, enrichment, or both. *The word "programs" refers to the CONTINUUM OF SERVICES, not one particular option.

The Fox Chapel Area School District provides a continuum of services to meet the needs of gifted learners. These services include but are not limited to regular enrichment, by module, within mathematics courses K-12 and enriched or advanced opportunities in English language arts K-12. Additionally, students are evaluated for opportunities to accelerate by course or through whole grade level acceleration based on

individual need. The Fox Chapel Area School District has also developed elementary Capstone Experiences in ELA, STEAM, and math. These capstones provide additional experiences for gifted learners that foster areas of student strengths and interests through rigorous, motivating, and meaningful learning experiences. At the secondary level, student focus is college and career oriented with career exploration through advising and exploration of academic endeavors and scholastic pursuits. Students are provided opportunities to enrich and accelerate across academic areas and through multiple AP and College in High School programs.

Chief School Administrator

Date

Fox Chapel Area School District

611 Field Club Road
Pittsburgh, PA 15238



Board Affirmation Statement

As required by the Pennsylvania Department of Education and State Board Regulations, the Board of Education for the **Fox Chapel Area School District** reviewed and approved the plan at the following Board Meeting, held on **October 9, 2023**. The plan was approved by a vote of _____ **(yes)** and _____ **(no)**.

Plan(s) Approved at School Board Meeting:

Place a check in the box next to the board approved plan(s).

Comprehensive Plan

Board Affirmation also includes review and approval of the following state reports:

- Induction Plan (Chapter 49)
- Professional Development Plan (Act 48)
- Gifted Education Plan Assurances* (Chapter 16)

Affirmed on this 9th day of October, 2023

By: _____ **(Signature of Board President)**

_____ **(Print Name)**

Fox Chapel Area School District Board of Education