

Pine-Richland SD

District Level Plan

07/01/2016 - 06/30/2019

District Profile

Demographics

702 Warrendale Rd
Gibsonia, PA 15044
(724)625-7773
Superintendent: Brian R. Miller
Director of Special Education: Noel Hustwit

Planning Process

The Pine-Richland School District (“PRSD”) has a long history of strategic planning. Over the past three decades, the requirements for strategic and comprehensive planning have shifted in Pennsylvania. There were times when strategic planning was not required. At other times, the Pennsylvania Department of Education (“PDE”) has required various planning components that range from a one-to-six year planning horizon. From the perspective of PDE, PRSD is a Phase 1 school district. Therefore, the deadline to meet the current comprehensive plan requirements was May 2015 for the Special Education Plan and November 2015 for all other aspects of the plan. The planning window addressed in this process can be generally considered as July 1, 2016 through June 30, 2019.

At PRSD, the administration and school board embraced an approach to planning that exceeds the requirements of PDE. Strategic planning was locally defined as:

Set direction in areas that **support the educational mission** of the district; **reflect current and future needs** of the district (strengths, weaknesses, opportunities and threats); and **embody the values and beliefs** of the people of the district (internal and external stakeholders).

It is understood that strategic planning can be further defined by two key stages: strategy development and strategy implementation. The senior leadership team at PRSD worked in collaboration with several members of the school board to map a high level process and timeline for the strategic plan. Prior to developing the approach, members of that planning committee reflected on the current and past strategic plans. It was eventually determined that the significant elements of the process would move through an iterative pattern of administrative work and stakeholder feedback. At each step of the process, the district was intentional and proactive in seeking input from the entire PRSD community. That community is defined as: students; parents; community members without children in the schools; staff; administration; school board; and local business owners. The timeline for the work covered eight months from April 2015 through November 2015.

A critical element of the strategic planning process involves listening. The listening mechanisms included but were not limited to:

- Electronic surveys for parents, staff, and community members as part of a SWOT analysis (May – June 2015);
- Four town hall meetings for ALL stakeholders to review and revise the emerging plan (June 2015 and August 2015);
- Public updates and progress monitoring with strategic planning as a standing agenda item on all planning and regular school board meetings (May – November 2015);
- Administrative and board retreats for the purpose of gaining consensus and clarity about the future direction of the district (July 2015 and August 2015 respectively);
- Frequent communications – electronic and face-to-face – with the community via the district’s office of communications (May – November 2015);
- Eight overview presentations open to all building staff and members of the community to hear a high level description of the mission, vision, values, categories, and goals (September 2015);

The iterative nature of this planning process was utilized to ensure a disciplined eye toward implementation throughout the design. The members of the senior leadership team and school board were focused on using clear, straightforward language. Similar attention was given to the KISS philosophy of “keep it super simple.” While it is evident from our strategic plan that we understand the complexity of moving a public school organization to higher levels of performance, consistent and intentional effort was placed on developing a cohesive plan with clear timelines and attention given to the linkages between elements.

The mission, vision, and values (“MVV”) were refined throughout this process. Importantly, the emphasis was placed on using the MVV to drive actions and behaviors. A risk in establishing the MVV is that they become too focused on language and words. The goal of the process was to create a “sticky” MVV that can be easily remembered and tied into the action of the people within the organization. Regardless of the final statements, it is understood that the MVV must be actively referenced and embedded within the action of the organization.

The strategy development process led to the development of five major categories of the plan:

- Teaching and Learning
- Student Services and Programs
- Finance and Operations
- Workforce Development
- Communication and Stakeholder Engagement

Within each category, the team worked within long-term and short-term planning horizons. The long-term horizon stretches from 2015 - 2016 through 2018 - 2019. The long-term goals contained in this plan cover that entire time period. To accomplish those goals, the team developed short-term actions that fit within a given year. Some actions are sustained across multiple years with the focus of the work shifting over that time period. This sustained focus will allow the concepts to become more deeply embedded in the organization. **Change is a difficult concept in organizations.** We are addressing this concept through specific emphasis on **continuous improvement**, innovation, and discontinuation of certain practices.

Implementation of the PRSD strategic and comprehensive plan will be led by the senior leadership team with engagement and oversight by the school board. Progress towards goals will be shared with the community on a regular basis.

Mission Statement

The mission of the Pine-Richland School District is to **focus on learning for every student every day.**

Vision Statement

The vision of the Pine-Richland School District is a picture developed by a student that captures the mission and provides a vivid reminder of the challenge and opportunity of our schools.

(Picture Available Upon Request)

In narrative language, the image conveys the following:

- Learning is our primary purpose.
- Learning occurs inside and outside the classroom.
- Learning is measured as BOTH achievement AND growth.
- Learning happens differently for different people so flexibility and variation is needed in the approach.
- Learning requires effort and persistence.
- Learning is for all of us and requires the support of everyone (e.g., student, staff, and parents).

Shared Values

The values that guide our actions are based on the PRIDE acronym (**emphasis on PR**):

P - Personal Growth

R - Resiliency

I - Innovation

D - Diverse Opportunities

E - Engagement

Personal growth represents a belief in the whole child and development through the years at Pine-Richland. In addition to academic growth, this value is meant to represent social, emotional, and physical growth as well. Personal growth can also be applied to the staff.

Resiliency is locally defined as "the ability to adapt well in the face of hard times and build upon one's strengths". It was adapted from the American Psychological Association. We believe that students must be equipped to handle success and adversity in their lives.

Innovation represents break-through change. Through the town hall discussions, innovation also signals an emphasis on problem solving and critical thinking. These skills are important for post-high school success.

Diverse opportunities capture the importance of a wide range of choices in academics, athletics, arts and activities. It acknowledges the fact that students have varied interests. Exposure to a wide variety of opportunities helps them achieve personal growth and potential areas of future interest.

Engagement reflects the degree to which students, staff, parents, and community are part of the school district. It reflects engagement in the classroom for students as well as their connection to other aspects of student life. For our staff and community, engagement is a critical element of achieving our goals.

Educational Community

The Pine-Richland School District is located in the north central part of Allegheny County. The district covers an area of approximately 31 square miles and is coterminous with the political boundaries of the Townships of Pine and Richland. This region of Allegheny County is characterized by suburban/semi-rural development, both residential and some commercial. The Pennsylvania Turnpike intersects the center of the district. The district is framed by Route 8, a north south road running through the eastern part of the district, and Route 79, which lies just west of the district boundaries. These roads create great access to this part of Allegheny County and are a major factor in the growth of the district.

Pine-Richland has a current enrollment of over 4,600 students housed in six schools including three elementary buildings for students in kindergarten through grade 3, an upper elementary school for students in grades 4 through 6, a middle school for students in grades seven and eight, and a high school for students in grades nine through twelve. All district buildings have been built or renovated in the last 20 years. U.S. census data reflects the rapid population increase for our townships. Similar increases were reflected in our student enrollment. This rapid growth created the need and challenge for planning the renovation and expansion of facilities. In 2012, the district completed an addition and renovation of the high school.

The growth of the district over the past twenty years parallels the growth of its reputation for quality educational programs. Approximately 90% of the graduating students attend colleges and universities. The district is ranked consistently in the top ten of the forty-two Allegheny County districts on measures of academic achievement. Parents often report that they selected the Pine-Richland School District for its size, warm and caring environment and excellent academic reputation. Strong leadership by the Board and administrative team that includes participation from teachers, non-teaching staff, parents, students and community members provides a future-focused approach to planning and operations. There is a strong connection between community-based opportunities and school district students.

Planning Committee

Name	Role
Archana Bandi	Parent
Jeffrey Banyas	Board Member
Chuck Berry	Community Representative
Laura Blaze	High School Teacher - Regular Education : Professional Education
Caitlin Bogosta	Building Principal
Shirley Boring	Elementary School Teacher - Regular Education : Professional Education
Nancy Bowman	Building Principal
Trina Boyd	Parent : Professional Education
Mindy Bramer	Middle School Teacher - Special Education : Special Education
Eileen Brennan	Ed Specialist - Other : Professional Education
Julian Brooks	Student
Laura Burns	Building Principal : Professional Education
Marc Casciani	Board Member
Dr. Denise Chappell	Community Representative : Professional Education

Rena Cioppa	Business Representative : Professional Education
Laura Davis	Administrator : Professional Education
Laura Davis	Student Services Director/Specialist : Special Education
Therese Dawson	Board Member
Greg DiTullio	Board Member
Joseph Domagala	Administrator
Denise Dubee-Chiacco	Parent
Nan Farmar	Parent : Professional Education
Mary Folmer	Parent : Professional Education
Virginia Goebel	Board Member
Erika Graham	Middle School Teacher - Regular Education : Professional Education
Rachel Hathhorn	Administrator : Professional Education
Thomas Henry	Business Representative : Professional Education
Kathy Hoffman	Elementary School Teacher - Regular Education : Professional Education
Noel Hustwit	Special Education Director/Specialist : Professional Education
Noel Hustwit	Special Education Director/Specialist : Special Education
Holly Johnston	Board Member
Owen Kenney	Administrator : Professional Education
Melanie Koenig	Parent : Professional Education
David Kristofic	Administrator : Professional Education
Judi Krysa	Parent : Special Education
Wes Kuchta	Community Representative : Professional Education
Jill Linsz	Elementary School Teacher - Regular Education : Professional Education
Peter Lyons	Board Member
Timothy Mahoney	High School Teacher - Regular Education : Professional Education
Timothy Mahoney	High School Teacher - Special Education : Special Education
John Mayberry	Building Principal : Professional Education
Brian Miller	Administrator : Professional Education
Kathy Morrissey	Ed Specialist - Other : Professional Education
Katie Mueller	Parent : Professional Education

Gene Nicastro	Building Principal
Corrie Noir	Parent : Professional Education
Laura Ohlund	Board Member
Maura Paczan	Ed Specialist - School Psychologist : Professional Education
Maura Paczan	Ed Specialist - School Psychologist : Special Education
Michael Pasquinelli	Administrator : Professional Education
Mark Perry	Parent
Elizabeth Profozich	Student
Elana Sanguigni	Student
Kelly Sanguigni	Parent
Michelle Schonbachler	Ed Specialist - School Nurse : Professional Education
Dana Siford	Administrator : Professional Education
Michael Silbaugh	Building Principal
Brandon Singer	Student
Moirra Singer	Parent
Steven Smith	Board Member : Professional Education
Shawn Stoebener	Administrator : Professional Education
Dennis Sundo	Board Member
Kathy Thomas	High School Teacher - Special Education : Special Education
Kathy Thomas	High School Teacher - Regular Education : Professional Education
Rob Thompson	Middle School Teacher - Regular Education : Professional Education
Autumn Turk	Building Principal
Chris Vins	Elementary School Teacher - Regular Education : Professional Education
Rick Walsh	Administrator
Carolyn Will	Administrator : Professional Education
Barbara Williams	Community Representative
Gary Zang	Administrator : 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	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
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 district is in the process of completing a comprehensive and systematic curriculum review process across all departments and grade levels.

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	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

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

The district is in the process of completing a comprehensive and systematic curriculum review process across all departments and grade levels.

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	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":

The district is in the process of completing a comprehensive and systematic curriculum review process across all departments and grade levels.

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":

The district is in the process of completing a comprehensive and systematic curriculum review process across all departments and grade levels.

Adaptations

Elementary Education-Primary Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Elementary Education-Intermediate Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Middle Level

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

- History
- Science and Technology and Engineering Education

High School Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

As part of the curriculum review process, all departments researched state and national standards in their subject areas.

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 Pine-Richland School District is in the process of refining curriculum maps that address the transition from Pennsylvania Legacy Standards to PA core standards. Curriculum maps in all disciplines are being written to include the level of complexity included within the PA

Core and National Standards. Corresponding curricular materials are being developed to ensure consistent implementation throughout all grade levels. Big ideas and learning goals are clearly outlined within the curriculum maps. Curriculum maps are segmented into instructional units. In addition to big ideas and learning goals, the curriculum framework includes resources for remediation and extension. The "Accomplished" category will be reached as curriculum maps are written and refined to include PA core, national, and local standards.

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

Based on Status level, no response is required in this section.

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 course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The Pine-Richland School District is in the process of refining curriculum maps that address the transition from Pennsylvania Legacy Standards to PA core standards. Curriculum maps in all disciplines are being written to include the level of complexity included within the PA Core and National Standards. Corresponding curricular materials are being developed to ensure consistent implementation throughout all grade levels. Big ideas and learning goals are clearly outlined within the curriculum maps. Curriculum maps are segmented into instructional units. In addition to big ideas and learning goals, the curriculum framework includes resources for remediation and extension. The "Accomplished" category will be reached as curriculum maps are written and refined to include PA core, national, and local standards.

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

Based on Status level, no response is required in this section.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or	Developing

interdisciplinary studies to be achieved by all students are identified for each subject area.	
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 Pine-Richland School District is in the process of refining curriculum maps that address the transition from Pennsylvania Legacy Standards to PA core standards. Curriculum maps in all disciplines are being written to include the level of complexity included within the PA Core and National Standards. Corresponding curricular materials are being developed to ensure consistent implementation throughout all grade levels. Big ideas and learning goals are clearly outlined within the curriculum maps. Curriculum maps are segmented into instructional units. In addition to big ideas and learning goals, the curriculum framework includes resources for remediation and extension. The "Accomplished" category will be reached as curriculum maps are written and refined to include PA core, national, and local standards.

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

Based on Status level, no response is required in this section.

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 Pine-Richland School District is in the process of refining curriculum maps that address the transition from Pennsylvania Legacy Standards to PA core standards. Curriculum maps in all disciplines are being written to include the level of complexity included within the PA Core and National Standards. Corresponding curricular materials are being developed to

ensure consistent implementation throughout all grade levels. Big ideas and learning goals are clearly outlined within the curriculum maps. Curriculum maps are segmented into instructional units. In addition to big ideas and learning goals, the curriculum framework includes resources for remediation and extension. The "Accomplished" category will be reached as curriculum maps are written and refined to include PA core, national, and local standards.

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

Based on Status level, no response is required in this section.

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.

Numerous data points are collected to understand the individual strengths and needs of each student. Each building-based response to instruction and intervention team (K-8) meets on a monthly basis to develop intervention plans for struggling and advanced learners. General education and support teachers (i.e., reading specialists, special education teachers, gifted teachers, etc.) participate in these meetings to develop individualized learning plans. In addition, general education and special education teachers collaborate to develop lesson plans and assessments to meet identified student needs.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations

Regular Lesson Plan Review

- Administrators
- Building Supervisors

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

Formal observations are conducted each school year by building level administrators using the Educator Effectiveness Framework. Building and district level walk-throughs are conducted to support evidence of growth or need within individual classrooms and to collect district-wide data to support professional development needs. Principals and assistant principals submit examples of formal observations and walk-throughs monthly to the assistant superintendent. This information is used to guide professional development for all administrators.

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

Department and grade level chairs are responsible for participating in the curriculum review and writing process. They are not currently reviewing lesson plans but will use the curriculum maps to reinforce the consistent implementation of the written learning goals. As part of the strategic planning process, the district will integrate a differentiated supervision model into the Educator Effectiveness program. Teachers will have the opportunity to work with their peers to provide coaching and support.

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

A district-wide instructional model will be developed through the strategic planning process. The model will integrate research-based best practices across all classrooms.

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

A district-wide instructional model will be developed through the strategic planning process. The model will integrate research-based best practices across all classrooms.

Middle 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

A district-wide instructional model will be developed through the strategic planning process. The model will integrate research-based best practices across all classrooms.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	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

A district-wide instructional model will be developed through the strategic planning process. The model will integrate research-based best practices across all classrooms.

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.

Depending upon the nature of the required certification, each teaching position within the district garners hundreds of applicants. Using the Pine-Richland Job Portal, applicant qualifications are screened based upon the needs of the position and the characteristics of the applicants. All applicants chosen to interview are highly qualified with specific certifications designed to address areas of need within the school district. An end-to-end hiring process was developed to thoroughly vet candidates to fully understand their potential added value to our district. Administrators, teachers, and support staff are all part of the hiring process in an effort to gather diverse perspectives. The district is committed to hiring the best candidate for each position.

Assessments

Local Graduation Requirements

Course Completion	SY 16/17	SY 17/18	SY 18/19
Total Courses			
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	0.50	0.50	0.50
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives	10.00	10.00	10.00
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:

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- 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.

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA	X	X	X	
SAT				X
ACT				X
AP				X
Keystone Exams			X	X
PSAT				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
AIMSweb	X	X	X	
Fountas and Pinnell	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
9-Week Assessments	X	X	X	X
Keystone Practice Exams			X	X
Mid-Terms			X	X
Finals			X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Gates-McGinnite		X		
Classroom Diagnostic Tools	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Data Teams throughout the district review data through the lens of curriculum needs and individual student understanding. Building data teams determine student interventions and professional development needs. During administrative meetings data is reviewed in order to examine systemic concerns. The Allegheny Intermediate Unit supports our district with training regarding the best uses of data and provides graphs that are utilized throughout the Pine-Richland School District. Department and grade level chairpersons work with administrators and colleagues to develop common assessments that are used to measure learning and inform instruction and curricular planning.

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.

Through the curriculum review process, teachers from across all departments have researched and designed unit plans that consist of big ideas, learning goals, standards alignment, resources, and assessments. As departments complete their curriculum writing they will begin to focus on developing assessments to measure student progress and to assess the impact that curriculum and instruction have on student learning. Assessments will be used for learning (formative) to understand how to meet the diverse needs of students as well as of learning (summative) to measure students' levels of comprehension.

Collection and Dissemination

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

Students participate in district wide curriculum-based assessments, PSSA's, Keystone Exams, AP Assessments, PSAT, SAT, ACT, and numerous other assessments. Student achievement data from these assessments have been loaded to the district purchased data warehousing system. All teachers have immediate access to student achievement data and have been trained on exporting numerous reports. District senior leadership and administrative personnel meet bi-monthly and meeting agendas are built around student achievement data. Since the technology utilized to house the data works seamlessly with the curriculum tool, searches are conducted comparing the district-adopted data with the student achievement scores to find voids that need to be addressed to ensure student success.

On an annual basis, the Pine-Richland Academic Achievement Report is developed. The report gathers historical and current assessment data across all grade spans. The data is analyzed for levels, trends, comparisons, and integration into the academic program. The comprehensive report includes findings and recommendations across all assessments and across all schools. The report is shared with the public, the school board, and with teachers and administrators. The recommendations identified in the report drive district and school-based planning.

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.

Locally developed assessments based upon released items found within the PDE-SAS resources have provided data down to the eligible content level. This information is utilized to determine strengths and weaknesses of the individual student at each grade level. Response to Intervention strategies have been employed throughout the district as teachers and administrators work to determine specific interventions that would support instruction and to determine the effectiveness of interventions that we are currently utilizing. All recommendations are based upon benchmarking data done through both formative and summative assessment measures.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

As a district, we have committed to utilizing research-based instructional strategies based upon the learning needs of the individual student. Response to Intervention strategies have been utilized in grades K-12 in order to best meet the needs of the students and staff. The PSSA reporting categories have provided information regarding individual student performance as well as systemic issues that may need adjusted to support student learning and improved instructional practices. Teachers and administrators have become well-versed in standards, assessment anchors, and eligible content. Training has been focused on developing a thorough understanding of PA Core Standards and Keystone Eligible Content. The level of rigor found within these standards has caused a need for reevaluation of curriculum and instructional practices.

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

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
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	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The Pine-Richland School District provides ongoing communication regarding the connection to state and federal compliance in regard to academic progress. Information is shared through school district newsletters, email correspondence, electronic report cards, the district annual report, public meetings, individual parent meetings, PTO meetings, handbooks, calendars, and various committees established to ensure the dissemination of accurate information. Visibility and transparency are key components of our mission throughout the district. Sharing timely information regarding student achievement is essential and parents have come to expect open communications while achieving at high levels.

Electronic communications through email blasts and web resources are our primary means of communicating information related to state and local assessments. Individual student reports are mailed home to parents. Parents and teachers discuss student progress through email, phone conversations, and face-to-face conferences. Parents are part of each school's Response to Instruction and Intervention teams. They help to develop individualized plans for their child and play an integral part in the implementation of those plans.

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

This narrative is empty.

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.

Pine-Richland School District students achieve at high levels in all schools and assistance is provided to support the academic, social, and emotional needs of all students K-12. Growth in academic achievement continues through the use of curriculum aligned to PA core standards and the analysis of achievement data through the process of Response to Instruction and Intervention (RTII). Student Assistance Programs operate in every school to examine and respond to barriers to student learning. Bullying prevention programs are in place in each school and teams of educators, teachers, and counselors annually create and implement strategies to strengthen the positive school climates already found in every school.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	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				
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:

Currently, we have a Safety and Security Coordinator who goes to all schools in the district to conduct security checks and provide safety support. In addition, the district shares a probation officer with a neighboring school district. This program is operated by Allegheny County Juvenile Court. Finally, the district has maintained a strong partnership with the Northern Regional Police Department in all aspects of school operations.

Identifying and Programming for Gifted Students

- 1. Describe your entity's process for identifying gifted children.**
- 2. Describe your gifted special education programs offered.**

The Pine-Richland School District is committed to providing opportunities which promote the growth of skills, knowledge, and understanding necessary for identified gifted students to reach their potential and fulfill their future roles in our changing and global society. Inherent in that commitment is the recognition that gifted students have unique abilities, interests, and needs which require special educational considerations. The gifted education program supports the mission of the district which is to focus on the learning of every student, every day. Educating the gifted learner is the shared responsibility of all educators, the student's parents, and the student.

Identification

In order to meet the needs of its intellectually gifted students, the district fully complies with the regulations found in Chapter 16: Special Education for Gifted Students. The identification of gifted students involves a two-pronged approach: first, identifying students with intellectual giftedness; and second, determining if those students are in need of specially designed instruction. A student who has been identified as intellectually gifted needs specially designed instruction if the instructional needs of the student cannot be met in the general education curriculum. Gifted education support services for students who show exceptional intellectual ability and who require specially designed instruction include differentiation, acceleration, and enrichment opportunities both in and out of the classroom.

Teachers and parents may request that a student be evaluated for gifted education; the request must be in writing. Testing for qualification for gifted education begins once parents sign a Permission to Evaluate (PTE) and is conducted according to regulatory timelines. The identification begins with screening at the school level and continues with testing conducted by a school psychologist. Evaluation is free of charge and parents have the following rights at all times: 1) the right to be notified about a child's program and progress and any changes in services that take place; 2) the right to approve or reject programs and testing; and 3) the right to privacy. Parents may request evaluation for gifted education at any time with a limit of once a year.

The school level screening process of identifying students for gifted education services involves school counselors gathering data on achievement and student learning from multiple sources. These sources include standardized tests, diagnostic tests, curriculum-based tests, report card grades, group IQ tests, and teacher input. Points on a matrix are awarded for each piece of data and students are referred for further evaluation by a school psychologist when their point total meets or exceeds a benchmark score. If the screening benchmark score is met, the identification process then continues with an individual IQ test administered by the school psychologist. Input from parents is also gathered and analyzed by the school psychologist. If the screening benchmark score is not met, a meeting between the parent, teacher, and school counselor should occur to discuss how to meet the needs of the student in the general education classroom.

While a student with an IQ of 130 or above is identified as intellectually gifted, identification is not based solely on a student's IQ score. Students with IQ scores below 130 may be identified through multiple measures which indicate: 1) achievement test scores that are a year or more above grade level; 2) observed or measured acquisition rates that reflect gifted ability; 3) achievement, performance, or expertise in one or more area that demonstrates a high level of accomplishment; 4) higher level thinking skills; or 5) documented evidence that intervening factors are masking gifted ability.

Once the evaluation is complete, the school psychologist prepares a Gifted Written Report (GWR) that presents and explains the testing results. The GWR states whether or not a student is identified as intellectually gifted, specifies areas of strength for the student, and recommends ways to meet the strength needs of the student. A Gifted Multidisciplinary Team (GMDT) of teachers, parents, administrators, and counselors reviews the GWR and determines if the identified student is in need of specially designed instruction. If the GMDT decides that the identified student is in need of specially designed instruction, a draft of the Gifted Individualized Plan (GIEP) is prepared by the gifted education teacher. The GIEP states annual goals and short-term learning objectives that are aligned to standards and address the student's area(s) of strength. The GIEP describes the specially designed instruction the student will need to meet the GIEP goals. A GIEP team, including parents, teachers, a school representative, the student, and others, meets to review and discuss the drafted GIEP and make changes necessary to meet the learning needs of the student. The GIEP is then reviewed and updated annually.

Program and Services

Gifted education services follow a multi-tiered system to determine the interventions and modifications of curriculum, instruction, and assessment necessary to support the strength needs of gifted learners. The education of gifted learners begins with provision of acceleration and/or enrichment services provided in the general education classroom. Gifted education teachers collaborate with general education teachers to create and implement differentiation of classroom materials, instruction, and assessments to meet the needs of gifted learners. Enrichment services in the general education classroom include opportunities to explore new areas of interest and to dive deeply into already known areas

of interest. Acceleration may also occur in the general education classroom in order to meet the needs of gifted learners. Acceleration services represent a continuum of learning opportunities, including compacting curriculum and testing out of curriculum that can occur for various amounts of time, such as a week, a unit, a month, a quarter, and so on.

Acceleration may involve a student bypassing a whole year of study in a subject area or grade level. Determining if a student's learning needs would best be served by acceleration may require additional testing or order to demonstrate a student's mastery of standards. The opportunity to skip a year's instruction, typically in math, exists at all levels in the district.

Data on the achievement levels of gifted students is used each year to guide placement decisions for enrollment into courses and pathways of learning that are most appropriate for the students. The district analyzes achievement data to make recommendations each spring for courses the next fall that present an appropriate level of challenge for the gifted learner. In grades 3-8, a compacted and extended math pathway is available for students who acquire knowledge at a fast rate and retain their learning for long periods of time. In grades 1-6, students are clustered into guided reading groups based on their reading level. Students in guided reading groups read tests at or slightly above their reading level in order to have an appropriate level of challenge in their learning.

In addition to the strategies provided in general education classrooms and the placement of students into specific courses, gifted education teachers work directly with gifted students in pull-out programs in the schools. In the primary schools, gifted education teachers meet with their gifted learners once a week for a double blocked period of time to explore areas of interest and to strengthen and extend critical-thinking, problem-solving, and project-based learning. At the upper elementary school, gifted education teachers meet daily with their gifted learners for extension of the learning in their English Language Arts classes. Additionally, upper elementary gifted learners meet with their gifted education teachers one hour a week for theme-based, project-based learning. At the end of each school day in the upper elementary school, gifted learners are able to explore interest areas of their choice.

At the middle school, opportunities for differentiation within general education classrooms, enrollment in advanced level courses, and participation in extra-curricular activities are all available to gifted learners. Gifted learners also meet with their gifted education teacher for one period a week in a pull-out setting. This provides time for the gifted education teacher to develop a strong, personal relationship with each student, monitor their achievement and growth throughout the year, and prepare students for competitions and events both in and outside of school. The high school provides a program similar to the middle school for its gifted learners. In both schools, a gifted education classroom is available for students to visit throughout the day, during study halls, and at lunch as needed.

Professional Development

Because instructional strategies to meet the needs of gifted learners begin in the general education classroom, it is important that all school staff receive in-service on teaching gifted learners. Accordingly, all teachers receive training in the characteristics of gifted learners and how to differentiate materials, instruction, and assessments through enrichment and acceleration to meet the needs of gifted learners in general education classrooms. This training is provided by district administrators at faculty meetings in the schools. On one of the in-service days at the beginning of each school year, gifted education teachers share with classroom teachers information about the strengths, learning goals, and specially designed instruction for the gifted learners on their rosters. Throughout the year, gifted education teachers collaborate with classroom teachers to differentiate, modify, and adapt the general education curriculum to meet the strength needs of gifted learners. A regularly scheduled Response to Instruction and Intervention (RTII) meeting of teachers, principals, and school counselors provides time for educators to collaborate on the interventions appropriate to meet the needs of gifted learners.

Gifted education teachers receive training in how to interpret test data in the GWR and Present Education Levels section of the GIEP so that they can thoroughly understand a student's area(s) of identified strength. Gifted education teachers receive training in best practices for enrichment, acceleration, and meeting the emotional and social needs of gifted learners. Gifted education teachers receive training in writing legally compliant GIEPs.

Training specific to gifted education teachers occurs on the district's in-service days and at Gifted Education Department meetings under the direction of the Director of Pupil Services. Gifted education teachers are also sent to role-alike meetings and conferences of gifted education offered by the Allegheny Intermediate Unit, the Pennsylvania Association for Gifted Education (PAGE), and other agencies. Gifted education teachers participate in state-wide webinars on topics of gifted education as they are offered.

Administrators and principals receive training bimonthly at principals' meetings in analyzing data to make decisions about the education needs of gifted learners, the legal requirements of Chapter 16, differentiation and the use of acceleration and enrichment to provide educational support for gifted learners, and the determination of educational benefit provided by the GIEP. Principals are invited to attend the meetings of the district's parent chapter of PAGE. Parents receive training about gifted education through the PAGE presentations and the district's website. Teachers new to the district receive training from gifted education teachers on their role in identifying gifted learners and implementing a GEIP. New teachers receive training in implementing guided reading groups and reading interventions from their mentor teachers in the district. New gifted education teachers are matched with mentor gifted education teachers to learn best practices in acceleration and enrichment support services and how to write a GIEP within legal timelines.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	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:

The district offers an array of programs and services designed to meet the academic, social, emotional, and developmental needs of all students. The district values the expertise, partnerships, and resources of school and community stakeholders in supporting student learning. The district is in the process of reviewing K-12, systematic processes to meet student needs appropriately and consistently at all grade levels. Through the district's curriculum review process, the School Counseling Department and Health Services Departments have created K-12 curriculum in these areas. A document guiding making decisions during the RTII process is used in data team discussions in grades K-8. Student Assistant Teams use consistent processes in each school to identify barriers to student learning and make recommendations for responsive services. The district is in the process of writing its suicide awareness and intervention policy and rewriting its wellness policy. Annually, every school reviews the effectiveness of its school-wide positive behavior and bullying prevention programs to create strategies that strengthen positive school relationships and climate.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X

Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X
School-Based Mental Health Services				X

Explanation of diagnostic, intervention and referral services:

School psychologists, nurses, counselors, and the social worker collaborate with teachers and administrators in SAP and RTII meetings to understand the needs of students with barriers to learning and provide appropriate intervention and responsive services. These personnel attend Pupil Service Team meetings with building administrators to report and review the progress made by students with the most intense needs. Additionally, school psychologists and the social worker meet weekly with the Directors of Pupil Services and Special Education to coordinate services and resources. School psychologists work closely with teachers, principals, special education and gifted education teachers, and parents to identify and re-evaluate students for support services. The accommodations and modifications necessary to meet the needs of individual students are reviewed by general, special, and gifted education teachers at the start of each school year. Additionally, the year begins with school nurses sharing the health concerns of students with personnel on the first in-service day.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	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

Explanation of consultation and coordination services:

In the provision of consultation and coordination services, the district considers training teachers in the awareness of identifying student need and appropriate intervention as a key element of consistent support of student learning. Additionally, the district values the training of parents at all levels in understanding the normal development of students and ways in which schools and parents can partner to support student growth. The district recognizes the importance of partnering with agencies outside school to broaden the resources available to meet student needs.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

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.

For academic support, classroom teachers, principals, counselors, intervention specialists, and school psychologists use RTII meetings scheduled on a regular basis to review academic progress and achievement and recommend tiered interventions necessary to support struggling learners. This model of tiered support is used to review academic progress of highly achieving students so that interventions are used to support their needs as well.

Classroom teachers are part of each school's Student Assistance Team that examines academic, discipline, and attendance data on all students, identifies barriers to learning for students at risk of failure, and recommends services to students to remove those barriers. School psychologists, mental health liaisons, a social worker, counselors, and principals are also members of the team so that social and emotional interventions can be determined as well as academic interventions.

Grade level teacher meetings between principals and classroom teachers are held monthly in grades K-8 to analyze building level and grade level data on student achievement and modify curriculum in order to increase student achievement.

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 school district rents classroom space in each of its elementary schools to an outside community agency, "Stepping Stones", for before and after school care. They also provide half-time child care for some kindergarten students. Principals and the Director of Pupil Services collaborate with all other preschools within the school district boundaries to support parents and students within the Pine-Richland community. The district psychologists and the Director of Special Education attend and participate in coordination meetings for early intervention.

The district does not coordinate with outside community agencies to provide after school, youth workforce development, or tutoring programs. However, the district does provide tutoring by its own teachers and students. Tutoring at the middle school is conducted under the supervision of a single staff member and with National Honor Society high school students. Middle school tutoring also is provided by teachers once a week in the school day to support any middle school student in all disciplines. At the high school, tutoring in Math and Language Arts may occur throughout the day as subject area teachers are available to be scheduled for an academic study hall.

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.**
- 1) Pine-Richland contracts with the Allegheny Intermediate Unit to provide services for preschool age children with disabilities. Our Director of Special Education and

school psychologists work with this program, called DART, to ensure program articulation with the district and provision of any necessary supplemental or related services. District personnel are invited to every IEP meeting to build the knowledge of the needs and abilities of these students. In the spring before Kindergarten, the primary school special education teacher attends the IEP meeting to facilitate transition between the DART program and Pine-Richland.

- 2) The district does not operate directly or contract with out-of-district community agencies to operate pre-kindergarten services.
- 3) In April of each year, Kindergarten enrollment occurs for the district. Announcements of this registration are sent through digital, print, and vocal communications. During registration, school nurses are available to discuss health concerns and explain immunization and health screening requirements. Parents of in-coming Kindergarten students are invited and encouraged to attend the PTO meetings that remain for the school year. In May, parent orientations are held in each primary elementary school. In June, in-coming Kindergarten students attend a KinderCamp, an experience that simulates the Kindergarten classroom and gives the Kindergarten teachers the chance to observe the skill level of each in-coming student. In August before school starts, an open house is held to meet the teacher and see the classroom and an ice-cream social is held for the students to get to know each other. Additionally, our schools stay open in the summer so that parents can come in and tour the building with their children at their convenience so that our youngest students feel at home in the building before the first day of school.

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.

This year, all departments will finish aligning their curriculum of legacy standards to the core state, national, and local standards. Departments will assess their existing curricular

materials and resources to ensure that they address current state, national, and local standards. Additionally, departments will assess the accessibility of the resources for teachers, students, and parents and how the resources can be accommodated to meet diverse student needs. Departments will identify and prioritize their needs for new resources so that the district can implement a cycle for material and resource refreshment.

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

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	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 year, all departments will finish aligning their curriculum of legacy standards to the core state, national, and local standards. Departments will assess their existing curricular materials and resources to ensure that they address current state, national, and local standards. Additionally, departments will assess the accessibility of the resources for teachers, students, and parents and how the resources can be accommodated to meet diverse student needs. Departments will identify and prioritize their needs for new resources so that the district can implement a cycle for material and resource refreshment.

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

This narrative is empty.

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 year, all departments will finish aligning their curriculum of legacy standards to the core state, national, and local standards. Departments will assess their existing curricular materials and resources to ensure that they address current state, national, and local standards. Additionally, departments will assess the accessibility of the resources for teachers, students, and parents and how the resources can be accommodated to meet diverse student needs. Departments will identify and prioritize their needs for new resources so that the district can implement a cycle for material and resource refreshment.

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

This narrative is empty.

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 year, all departments will finish aligning their curriculum of legacy standards to the core state, national, and local standards. Departments will assess their existing curricular materials and resources to ensure that they address current state, national, and local standards. Additionally, departments will assess the accessibility of the resources for teachers, students, and parents and how the resources can be accommodated to meet diverse student needs. Departments will identify and prioritize their needs for new resources so that the district can implement a cycle for material and resource refreshment.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation

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

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation

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

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full

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

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation

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

Further explanation for columns selected "

This narrative is empty.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on	X	X	X	X

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

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

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

Pine-Richland maintains a balance between staff needs and strategic initiatives in order to focus professional learning on supporting student achievement. The goal of all professional education is to better serve the needs of the students of our school district. Programming focuses on improving content knowledge, instructional practices, and assessment use to collaboratively work for student growth. Professional education for leaders in the school district will also focus on learning. It will include strategies to support the work in the school district as well as planning and strategic decision-making.

To do this, the district will:

- Educate all stakeholders about best practices.
- Reorganize the calendar of professional learning to create appropriate cycles of continuous improvement.
- Increase opportunities for professional learning.

- Continue a professional development committee consisting of teachers and administrators.

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

All strategies were selected from those outlined in the plan.

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:
8/24/2012
3/27/2013
11/19/2014
The LEA plans to conduct the required training on approximately:
8/22/2016
8/21/2017
8/20/2018

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 plans to conduct the training on approximately:
8/22/2016
8/21/2017
8/20/2018

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
Not Applicable for our school entity

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.

- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Ensuring that professional development is delivered with fidelity is the responsibility of the entire school community. Leaders who are invested in professional education offerings and teachers/staff members who actively participate in constructing their learning will provide better results. Those who attend professional education sessions complete evaluations that ask specific questions to ascertain learning, application to practice, and additional needs. These evaluations are charted and studied by district leaders in order to evaluate the effectiveness of professional education sessions and to shape future programming.

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

The district has created a professional development committee consisting of teachers, paraprofessionals, administrators, and parents. Part of the stated responsibility of the professional development committee is to ensure implementation and quality providers. Results and feedback from professional development opportunities are reviewed annually by the professional development committee to ensure that future professional development is both meaningful to staff and relevant to identified strategic goals.

Induction Program

- 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.

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

Our goal is to provide a comprehensive, structured induction program to support new staff or staff with new assignments in the Pine-Richland School District through the sharing of processes, procedures, and educational strategies with support from current staff members and administration. The focus of the induction program is to support new staff and help them to be comfortable with the tools necessary to improve student achievement. District administrators will ensure the induction program meets state requirements for new hire/new teaching staff regarding Act 48 and Level I/Level II certificates. As part of this process, we will assess existing staff views of current induction program using a survey approach and incorporate into the revision. Specific steps include:

- Develop and implement an induction program that orients, monitors, and assesses new hires in terms of state and district requirements for compliance.
- Provide orientation for para-professional, administrative support, and personal care assistants to meet state and district requirements upon new hire.
- Create tiered structure of induction meetings based on the assignment and experience of the new hire.
- Create or revise the employee handbook and ensure annual revisions that focus and incorporate district policy, building procedures, and best practices for student achievement.

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

All strategies were selected from those outlined in the plan.

Needs of Inductees

- 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).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Knowledge of successful research-based instructional models.

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

Data is gleaned from student assessment data, observations, lesson plans, written instructional reports and input from mentors. Best practices research will also help to shape the induction program with focus given to instructional strategies, professional responsibilities, and successful ways to meet the needs of all students in our care.

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

Pine-Richland School District will regularly survey new staff and current staff to determine needs and identify deficiencies or areas of opportunity for the improvement of the induction program. At this time, the district does not employ instructional coaches to observe in classrooms. On occasion, mentors do observe in inductee classrooms and Pine-Richland will look for opportunities to expand this practice as needed. Inductees do not submit a portfolio, but do provide evidence of their work that is outlined in the supervision paperwork required by the Commonwealth.

Mentor Characteristics

- 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.

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

Our goal is to cultivate professional relationships through a structured mentor program. In order to achieve the selected characteristics, Pine-Richland will:

- Create a pool of mentor candidates (through administrative work) who foster a positive learning environment to enhance student achievement.
- Establish criteria for identifying inductees:
 - New staff that is new to the field
 - New staff that has prior experience
 - Existing staff that is new to a position
- Establish a plan to foster comprehensive and regular communication (one-on-one and group setting).
- Complete and implement a process for program review and assessment.
- Create a guide or overview to define the role of the mentor.
- Provide mentors with specific training that focuses on being an effective mentor.

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

All strategies were selected from those outlined in the plan.

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
Assessments		X		X		
Best Instructional Practices	X		X		X	
Safe and Supportive Schools	X				X	
Standards	X	X	X	X	X	X
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X	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.

The timeline outlined in this plan will serve as a basic template for the induction program. Adjustments to the timeline will be made according to the needs of the staff, buildings, and district. The timeline reflects information shared specifically through the induction program as well as information that will be supplemented through building and district meetings and professional development.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Director of Human Resources and Legal Affairs will be primarily responsible to monitor the induction program. This person will work in conjunction with other administrators to structure programming for the inductees. Records of each meeting will serve as evidence for program implementation. At the end of the program, inductees and mentors will complete a survey to evaluate the effectiveness of the induction program. Additionally, principals will informally gather data through the supervisory process as to the program's effectiveness and future needs.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **628**

Identification Method

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

The Pine-Richland School District uses the following responsive intervention procedures, as required by law, for locating, identifying and evaluating specialized needs of school-age students who may require special programs or services. In addition to providing annual

public notice to identify, locate and evaluate children with disabilities and who require special education and related services, the District recognizes all other federal regulations and uses a discrepancy model for the purpose of identifying students with Specific Learning Disabilities. Recently, the District has implemented a more comprehensive Response to Intervention Model. This entails a tiered approach to intervention beginning with differentiated instruction within the general education classroom and moving to intensive, research based interventions in addition to general core instruction. Students' progress is reviewed on an ongoing basis by building level teams. There are monthly intervention meetings at the primary, intermediate, middle and high school levels to discuss students who are struggling and to recommend differentiation, interventions, and accommodations along the continuum of services. The District recognizes that the Response to Intervention process cannot be used in lieu of or to delay the multidisciplinary evaluation process. If at any time a parent or building level team requests a multidisciplinary evaluation, a consent for evaluation form is issued to the parent. Once parental consent for evaluation is received by the District, data is gathered from a number of building level sources. This may include further routine screenings of children's learning, speech and language, visual acuity, and hearing. Furthermore, a child's gross and fine motor skills, academic skills, and social emotional skills are assessed and information is evaluated by a certified school psychologist. In addition, the psychologist will conduct ability and achievement testing and determine the existence of a discrepancy. If a discrepancy exists, the team then determines a need for specially designed instruction and supports and services. If both a discrepancy and a need for services are determined, individualized education plan development begins.

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: <http://penndata.hbg.psu.edu/BSEReports>

Pine-Richland recognizes a significant discrepancy between our percentage of students identified as having autism spectrum disorder and the state's average. To address this issue we are offering specialized programming at each developmental level (primary, intermediate, middle, and high school). At each of these levels, we have assigned at least one certified special education teacher to specifically provide autism support services. We have also assigned significant numbers of paraprofessionals and personal care assistants to enable students with autism to access the general education curriculum. Teachers and paraprofessionals of autism support are offered ongoing training and professional development. Outside agencies such as the Watson Institute are utilized on a consultative basis. Every student with autism in the district has access to a sensory intervention room. Structured sensory breaks and supports are included in individualized education plans as needed. Students with autism spectrum disorder are offered a full continuum of services within the Pine-Richland School 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?**

Currently, the district does not have any non-resident students; however, upon notification that a non-resident student would be attending one of the schools within the district, the appropriate actions would be taken to assure the student received the appropriate special education services within the least restrictive environment. The district would seek assistance from the Allegheny Intermediate Unit, if necessary, in order to ensure a smooth transition was made and a free appropriate public education (FAPE) was afforded to the child with a disability. The district would work collaboratively with any agencies involved as well.

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).

Upon notification that a Pine-Richland School District student has been incarcerated and may be eligible for special education, the District will contract with appropriate personnel to ensure that the student is being provided a free, appropriate, public education (FAPE). The Pine-Richland School District will contract appropriate services either through the Allegheny Intermediate Unit or the host school district that provides the educational services to the students that have been incarcerated. A meeting will be set up with all appropriate IEP team members and appropriate parties to determine what services will be delivered, when those services will be provided and who will be providing the services. The Pine-Richland School District recognizes that it is its responsibility to ensure that a FAPE is being provided for the students who reside in its demographic area, even if the facility in which they are incarcerated is not.

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.**

Ensuring Maximum Integration

The Pine-Richland School District supports the philosophy that all students with special needs receive services within the regular education setting in their home school as the initial placement considered. The IEP team will only consider educating a student in a more restrictive environment if the IEP team decides that the child's needs cannot be met in the general education setting after documenting the exhaustion of the use of appropriate supplementary aids and services.

Neighborhood school placement will be deemed inappropriate only after the IEP team considers the continuum of services from least to most restrictive, with modifications, adaptations and services provided within. When discussing the continuum of services, the team will make the determination as to where the child's needs would best and most appropriately be met with the general education environment taking precedence. Should a PRSD student be educated in a school/facility other than one of the district's schools, the student will still have access to extracurricular activities and school functions with appropriate assistance as needed.

In addition, the Pine-Richland School District will also continue to contract with the Allegheny Intermediate Unit to provide services for students requiring a full continuum of special education and related services including physical therapy, occupational therapy, speech and language support, hearing support and vision support.

Teachers and contracted related services support staff in the Pine-Richland School District will continue to promote the concept of Least Restrictive Environment (LRE) by applying one of three practices: in-class support, co-teaching partnerships, and teacher consultation. In-class support consists of someone from the special education staff (teacher, para-educator, speech and language pathologist, etc.) pushing into the class and providing special education services to the students within the class.

Co-teaching at Pine-Richland consists of both a regular education teacher and a special education teacher in the classroom providing services to all students. Co-teaching is provided through a variety of different models including team teaching, station teaching, parallel teaching, alternative teaching and one-teach-one assist. The Pine-Richland School

District collaborates with the Allegheny Intermediate Unit to provide training, observations and feedback to our teachers who are implementing the co-teaching model. This model has been extremely effective and the partnership between the District and the AIU will continue throughout the years with the belief that more students will have access to co-teaching classrooms.

Teacher consultation is also utilized on a daily basis. Preferably, consultation between teachers occurs during common planning time when special education teachers can consult with regular education teachers who work with particular students. However, if common planning time is not available, teachers will meet before school, after school or during the school day to consult and collaborate. Forms to facilitate electronic consultation may also be utilized.

The district continues to meet its SPP targets and percentages within Indicator 5 - Educational Environments. The percentage of district students with IEPs being served inside the regular class for 80% or more of their day stands at 76%. The state average is 62.4%. The state target as of the December 1, 2012 child count is 65% or greater. The percentage of district students with IEPs being served inside the regular class for less than 40% of the school day stands at 4.1%. The state average is 8.9%. The state target as of the the December 1, 2012 child count is 8% or less.

The percentage of district students being served in other settings stands at 4.1%. The state average is 4.8%. The state target as of the December 1st, 2012 child count is 3.3% or less. While Pine-Richland exceeded the threshold for district students being served in other settings 0.7%, the District continues to utilize supports and services within the continuum of services with the regular education class as the primary setting. Students' progress in other settings is continually monitored and the option of returning to the district is discussed at every IEP meeting. Gradual reintegration plans are put into place for those students' whose progress dictates a need for a less restrictive setting. Three reintegration plans are currently being developed.

Within the Pine-Richland Schools, there exist a number of student interest groups such as Best Buddies, Peer Buddies and Circle of Friends. These groups allow for integration of students with special needs into mainstream academic classes, electives/specials, lunches, extra-curricular activities and sporting events. Often, Pine-Richland has more neuro-typical students wanting to spend time with our special needs population than students needing these natural resources. However, our District has found that no matter who participates in these groups and no matter what capacity they participate in, they all benefit!

Additionally, the special education staff at Pine-Richland attended, and will continue to attend as necessary, various AIU, PaTTAN and PDE trainings directly related to the Gaskin Settlement, the new Chapter 14 regulations, LRE and how to calculate LRE percentages accordingly.

Supplementary Aids and Services

Service/Resource Description

Collaborative Collaboration between all parties vested in the educational interest of a child is crucial for the advancement and success of that child. Following are just some of the ways the members of the Pine-Richland community collaborate: Opening day in-service time devoted to sharing of IEP information (SDI, PBSP, Goals) between special and regular education teachers; School district philosophy of “Parents as Partners” parent evening workshops scheduled throughout the year; Special Education Website; Transition Page of Special Education Website; Special Education related videos will be available through the district website; Assignment book checks between home and school; Co-teaching in every building; Scheduled time for co-planning and team meetings; Professional development related to collaboration (co-teaching, differentiated instruction, adaptations and modifications); Regular meetings of IEP team members as deemed appropriate by each IEP; Training for staff and parents on how to effectively use assistive technology-AIU support; Monthly meetings with all district administrative staff; Monthly meetings with administrators of secondary education; Monthly meetings with administrators of elementary education; Meetings with special education staff; special education director attendance at monthly AIU Liaison/transition meetings; Regular communication with members of the AIU (TAC staff, AT staff, related services staff, etc.); School psychologists and director of special education collaborating with both regular and special education staff in meeting the needs of all students; Grade-level and building-level meetings; Response to Instruction and Intervention meetings at every building; On-site training/support from PaTTAN, AIU and other agency consultants; Training for para-educators in order to meet the ten competencies to become highly qualified.

Instructional Pine-Richland goes to many extremes to ensure that the development and delivery of instruction addresses diverse learning needs. Following are just some of the ways that the development and delivery of instruction address the various needs of all learners: Researched-based curricula and interventions; Co-teaching; Differentiated instruction based on student needs; Teaching to learning style; Modifying materials and tests; Modifying and adapting curriculum; Providing individualized instruction; Providing multiple modes of instruction; Varying content of lesson; Providing alternative assignments; Visuals and verbal cues and

prompts; Study guides; Assistive technology devices as deemed appropriate in the IEP; Individual and classroom sound amplification systems; Books on tape; Software to enhance learning; Use of calculator and computer; Use of tape recorder; Extra set of books for home use; Notetaker or teacher outlines; Modification of work or length of assignments; Adaptations on tests and lengthy homework or projects; Additional time to complete tests or projects; Tests given orally; Scan and read software; Word banks provided on tests; Identifying or eliminating specific types of tests (multiple choice, true/false, short answer, essay); Hands-on activities; Highlighted materials; Printed directions with picture cues; Laminated schedules for visual learners; Use of manipulatives; No penalty for spelling or handwriting; Tests taken in resource room; Small group instruction; Cooperative learning groups; Paired instruction; Extended time on assignments and tests; Intense, ongoing professional development for all faculty K-12 in the areas of co-teaching and differentiated instruction; Request the services from experts at PaTTAN, AIU and other agencies to support regular and special education teachers providing instruction to students with disabilities.

Physical

Every year Pine-Richland School District reviews and makes necessary adaptations and modifications to the physical environment for students with disabilities. The following are just some of the ways that physical adaptations and modifications address the various needs of students: All buildings are equipped with a sensory room (bean bags, swings, fidget toys, trampolines, etc.); Specialized lighting in specific classrooms and sensory rooms; Furniture arrangements to enhance instruction and learning; Various structural aids (grab bars, wheelchair accessibility, etc.); Specialized chairs, rockers and tables; Preferential seating; Individual and classroom sound amplification systems; Cushion seats; Wheelchair accessibility; Adaptive equipment; Small group instruction work tables; Promethean and White Board accessibility; Specialized slides on chairs to reduce noise.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

In preparation for the Compliance Monitoring for Continuous Improvement (CMCI) of 2014, Pine-Richland School District administrators reviewed the district's policy on Behavior Management Techniques (113.2). The policy includes all of the required components listed in Pa. Code 14.133 and includes sections concerning Purpose, Authority, Definitions, Guidelines and Aversive Techniques. The Behavior Management Techniques Policy, which is a comprehensive three-level sequential intervention plan, is consistently implemented throughout the District. The intention of the plan is to develop and maintain appropriate skills to enhance students' opportunities for learning.

Additionally, the Pine-Richland School District Discipline Code, which is based on School Board Policy, is in effect for all students in grades K-12. The Code is published on the District website and in the individual student planners. At the beginning of each school year, every school within the district utilizes a specific approach to teaching the students about the discipline code so everyone has a clear understanding of the consequences that will be implemented in relation to specific infractions. Students with special needs are expected to follow the PRSD Discipline Code. Minor accommodations may be made to the Code in cooperation with the building level administration and the special education personnel.

Prior to being hired by the Pine-Richland School District, all employees are required to read school board policy, become familiar with school board policy and sign a paper acknowledging that the employee has agreed to comply with all school board policies. Therefore, LEA personnel are knowledgeable regarding this policy and take responsibility for making certain all interventions utilized are in accordance with the District policy. In addition, because most of the interventions implemented with students are Level I, which are preventive in nature and involve good classroom management techniques, LEA personnel are continuously evaluated and given feedback on the utilization of such strategies. Additionally, continuous professional development focused on positive intervention and effective teaching strategies, both within the Pine-Richland School District and outside of the district are available to all staff. Specific training related to Level II and Level III strategies are conducted more on an as needed basis and are specific to the student and staff involved in implementing the procedures. LEA personnel have also received training in Functional Behavior Analysis, Applied Behavioral Analysis and Behavioral Support Plans. Finally, any staff who has contact with a child that exhibits behaviors that impede his/her learning or the learning of others and has a behavioral management plan, is trained on the specifics of the plan and the strategies needed for successful implementation. These behavior management plans are part of the IEP process, developed by the team (including parents) and monitored closely by the special education personnel.

The Pine-Richland School District utilizes several outside agencies to assist the school personnel in the development of specific behavioral interventions and to provide staff development related to behavioral support. The Allegheny Intermediate Unit, The Watson Institute, PaTTAN, and the Pennsylvania Bureau of Special Education are just a few of the agencies that the Pine-Richland School District has utilized in the past. All Special Education teachers have received group and individual training on conducting Functional

Behavior Assessments and the development of Positive Behavior Support Plans through the Allegheny Intermediate Unit since 2013. LEA personnel have also received training in school-wide programs to alleviate behavior issues (e.g., bullying, violence prevention, conflict resolution, peer mediation and non-violent crisis intervention).

Following are just some of the ways that social and behavioral supports are provided to address the various needs of students: Social skills instruction; Counseling and instructional support; Psychological counseling; Best Buddies; Peer Buddies; Bucket Filling; Circle of Friends; Individual Behavior Support Plans; School-Wide Behavior Support Policy; Modifications of rules and expectations as identified in the student's IEP; Cooperative learning opportunities across all school settings; Providing short breaks during instruction; Positive classroom behavior supports; Individualized behavior contracts developed between student & teacher; Clear and specific classroom expectations; Positive Reinforcement Systems; Assignment book checks between home and school; Notifying students in advance of changes in daily routine/schedules; Ongoing professional development for faculty and staff on positive behavioral supports and social skills for students with disabilities; Access and support from PaTTAN, AIU and other agency consultants to work with individual teachers, IEP teams, or large group trainings in the area of behavior/socialization.

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 Pine-Richland School District ensures that students with disabilities receive a free appropriate public education (FAPE) regardless of the nature or severity of the person's disability. Through the development of the IEP, the IEP team's initial consideration is to meet the needs of the student with disabilities as adequately as needs of a nondisabled student to the maximum extent appropriate. The IEP team will only consider educating a student in a more restrictive environment if the team decides that the child's needs cannot be met in the general education setting with accommodations, modifications and assistance. If the team determines this placement not to be appropriate, the team looks at the continuum of services from least to most restrictive and determines where the child's needs would best and most appropriately be met.

At this time, the Pine-Richland School District does not have any students who it is having difficulty locating a program to ensure the provision of FAPE. All IEP teams have been able to successfully locate or design a special educational program to ensure the provision of FAPE for each and every identified special education student. In addition to the IEP teams being able to design special education programs to ensure the provision of FAPE for all identified students, the District also resolves placement issues by collaborating with the AIU, other schools, the community and agency partners. The District staff works with a multitude of these agencies and has developed interagency collaboration for many students both within the LEA and for resident students receiving services and programs in out-of-district placements.

As of the Spring of 2009, the Pine-Richland School District has not had to utilize Regional Interagency Coordination to assist in interagency planning to mitigate and/or eliminate barriers to placement decisions. However, the Director of Special Education has developed a positive working relationship with the interagency coordinators from PaTTAN and the AIU. Additionally, through the many partnerships that the LEA shares with local agencies and providers, PRSD is confident that they will continue to utilize the team approach and continue to determine appropriate placements for all Pine-Richland students with disabilities.

The Director of Special Education for the Pine-Richland School District has attended training on the intensive interagency approach within the past year. Because of the working relationships that have been developed, questions regarding the interagency approach have been and will continue to be answered through the contact persons at PaTTAN and the AIU. Should interagency trainings become available in the future, representatives from Pine-Richland will attend.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Pine-Richland School District has consistently demonstrated a cultural acceptance of the principles of the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA), and its predecessor, the Individuals with Disabilities Education Act of 1997. The District understands, and fundamentally accepts, its obligation to provide individualized educational services within an inclusive environment to students with special needs in order to maximize their participation and learning in school and in the community.

In preparation for the opening of the 2014-15 school year, the Pine-Richland School District adopted the motto "Focused on Learning." While simple in nature, the concept from the point of view of the Pine-Richland School District contains some sophisticated concepts that demonstrate ownership of all our students. Some of the highlights of this concept consist of the following:

- Learning happens differently for different people so flexibility and variation is needed in the approach.
- Learning occurs inside and outside of the classroom.
- Learning is measured as both achievement and growth.

The concepts that "learning happens differently for different people..." and that "learning is measured as both achievement and growth" are reflected by our newly restructured response to instruction and intervention (RTII) process. During the course of the 2013-2014 school year, through a process of strategic initiative, the district formed a committee of special and regular educators, reading specialists, and administrators. The task of this committee was to examine and research current process of RTII, current core curriculum, and current research based interventions. In addition, we looked at comparable district programs as well. The process led to a more streamlined approach to RTII that prescribed consistent, research based interventions across all buildings. The new approach also prescribes the conduction of RTII meetings in each building as well as a decision making process for students moving through the three tiers of interventions. Interventions are available to students with and without IEPs. Interventions are provided based on need and learning styles. Most importantly, interventions are prescribed based on data. This data reflects achievement, but it also reflects growth and is used to determine completion of interventions and movement within the three tiered approach. Finally, should a student not make progress with the various interventions delivered, the team recommends that a full multidisciplinary evaluation be conducted on the student.

The Pine-Richland School District welcomes parents, who have children currently in the DART program, to the District through an annual meeting in February. This informational meeting discusses the evaluation process and services for the child in the 'school age' program. In the spring of each year, District representatives attend Preschool Transition Meetings for children leaving the DART program and entering the District. IEP team decisions are made regarding the placement of each student.

Once students are in one of the Pine-Richland School District's primary buildings (Hance, Richland or Wexford), they have access to a wide range of programs and services. All of the primary buildings have a continuum of support services offered. These services include but are not limited to co-teaching, in-class support, pull-out support, direct instruction, pre-teaching/re-teaching opportunities, behavior support, speech and language support, hearing support, vision support, occupational therapy and physical therapy. All primary schools also house a sensory room where various types of equipment including specialized lighting, swings, trampolines and fidget toys exist depending on the various needs of the students.

Should a primary student need more intense programming than what can be offered at the home school, there are other district options that are available. Richland Primary School houses an intense autistic support classroom. This program is for students who are on the autism spectrum and have significant communication, social-emotional, sensory motor and

cognitive needs. This program encompasses a variety of developmental instruction models including TEACCH and ABA. Just as with all students in the District, a student who participates in the autistic support program at Richland Primary School has access to neuro-typical students both in the mainstream education environment and in other social situations.

Eden Hall Upper Elementary School houses grades 4, 5 and 6. All programs that exist at the various primary school sites are offered at Eden Hall Upper Elementary School. These programs include learning support, life skills support and autistic support. A sensory room is available to all students as well. Each grade level is broken up into teams of teachers who have common planning time. Special education teachers are integral members of these teams and are able to regularly meet with the teams to discuss student issues. In addition, Eden Hall has built-in intervention time. An additional 30-minute period is built in to the schedule that allows intervention in reading and/or math in addition to core instruction.

The Pine-Richland Middle School houses grades 7 and 8. Special education programs at PRMS replicate those at Eden Hall including learning support, life skills support, autistic support and a sensory room. Pine-Richland Middle School philosophy has always focused on teaming.

Teachers are available at common planning times and special education teachers are able to communicate and collaborate regularly with others so as to meet the needs of all the learners. Co-teaching has been an intense focus at the Middle School where strong collaboration between special education teachers and regular education teachers happens regularly in both math and reading. In addition Pine-Richland Middle School is the first middle school in Western Pennsylvania to have a National Best Buddies Chapter.

Pine-Richland High School offers all of the special education programs and services available at all of the other schools in the District. Students with disabilities have access to all courses offered in the District including honors and AP courses. Students with disabilities have access to all clubs, activities, sports, etc. Students with special needs participate in graduation ceremonies with their class, even if they are still receiving services under an IEP.

The high school has a very popular Best Buddies program which regularly meets after school. The group goes on Best Buddies outings an average of one time per month. Some of these activities include tailgating and attending a Pine-Richland football game, going to a Pirate game at PNC Park, snow tubing at Wildwood Highlands and going to the Monster Truck Show at Mellon Arena. Over the last few years, this club has gained such a reputation that we have more “buddies” than we have students with disabilities.

Due to the popularity of the Best Buddies club, the District has also initiated a Peer Buddies class. Students sign up to take Peer Buddies in place of an elective course or study hall. During the school year, the student is then paired with a student with special needs during the school day. The peer buddy is required to work with the other student in whatever the need is during that time. For example, some of the students are lunch

buddies. Other students go into the mainstream classes and take notes for the student or help the student in whatever capacity is needed.

The Pine-Richland School District also provides considerable transition services to all students with special needs who are age 14 and older. In the fall of 2013 the district hired a full-time guidance counselor for transition services. This is one of very few such positions in western Pennsylvania. This position is responsible for guidance and transition services for all students with IEPs aged 14 through 21.

Students who will be entering the workforce post high school participate in multiple career exploration experiences, including internships and paid employment, as well as services designed to integrate the students into the community upon the conclusion of their IEP. The concept that learning occurs inside and outside of the classroom is highlighted here. The guidance counselor for transition services partners with various businesses and service agencies and supports students at these places throughout the community. The goal of the program is to help students develop job skills, gain confidence in their jobs, and to make job contacts. Also included are authentic travel training and community based instruction.

Many of Pine-Richland's students with special needs attend college post high school. In preparation for this transition, the counselor for transition services attends IEP meetings and discusses support services the students may be entitled to in college. Throughout the students' high school career, they are also taught about their specific disability and they learn how to self-advocate for themselves. The students go on several field trips throughout the year in preparation for this transition. They attend the college fair in Pittsburgh and they also go to the Community College of Allegheny County (CCAC) to meet with their disabilities support coordinator. The students have also participated in Disability Mentoring Day for the past two years. Pine-Richland also hosts an annual transition fair evening in which colleges that offer disability support services and agencies that support students with disabilities attend. Students with disabilities and their parents from all over the community attend this exciting and informative evening.

All of the schools in the Pine-Richland School District provide social skills groups to students who require extra assistance in this area. The school's guidance counselors and special education teachers work with the District's psychologists on providing this training. The Pine-Richland School District is confident that social skills training for students will continue to be an area of need and will continue to grow within our schools.

The District provides highly qualified and dedicated Special Education Teachers and Para-educators. Administrators, regular education and special education staff, learning support staff, counselors and related service providers acknowledge the central role of parents on the individualized education team (IEP), and the need for open dialogue and on-going communication between team members. Within the District, parents of students with special needs are generally well-informed and they enthusiastically advocate on behalf of their children's educational needs. The Pine-Richland School District strongly promotes 'parents as partners'.

Parents are able to attend various evening special education meetings/trainings throughout the school year. This year, the topics included Introduction to Special Education, Response to Instruction and Intervention, Measurable Annual Goals, Progress Monitoring, and Transition in the IEP. In addition, Pine-Richland offers an extensive website where people can access information. Each parent night was recorded and made available on the district website.

Therapists assigned to the District through the Allegheny Intermediate Unit provide excellent related services in the areas of vision, hearing, speech and language, occupational and physical therapies. Whether through the AIU, or other providers of behavioral health services, the District is receptive to the input and expert guidance of outside consultants. Assistive technologies and technical support are utilized by students with special needs to access the curriculum and facilitate communication and social interaction. In this way, the District promotes service integration in addressing the full range of student needs, both in school and in the community.

As the Pine-Richland School District continues to transform, we are conscious of the collaboration and collective wisdom that needs to occur between the staff and school community. Likewise, change requires that sufficient opportunities are provided for faculty and staff professional development programs as students experience differentiated learning. All of the above strengths and highlights greatly enhance the special education program and function cooperatively to serve the students receiving special education services in the Pine-Richland School District.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Children's Institute of Pittsburgh	Approved Private Schools	Autistic Support/Multiple Disabilities Support	5
DT Watson	Approved Private Schools	Autistic Support	12
Longmore Academy	Approved Private Schools	Emotional Support	2
The School at McGuire Memorial	Approved Private Schools	Multiple Disabilities Support	1
Pressley Ridge School for Autism	Approved Private Schools	Autistic Support	1
Southwood School	Approved Private Schools	Life Skills Support	1
St. Stephen's Lutheran Academy	Approved Private Schools	Emotional Support/Autistic Support	7
W. PA School for Blind Children	Approved Private Schools	Vision Support	2
Wesley Academy	Approved Private Schools	Emotional Support	1
ACLD Tillotson	Approved Private Schools	Learning Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	21	1

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland School District	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	21	1

Program Position #3*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	20	1

Program Position #4*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	22	1

Program Position #5*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 21	23	1

Program Position #6*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland School District	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 21	24	1

Program Position #7*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland High School	A Senior High School Building	A building in which General Education programs are	Itinerant	Learning Support	17 to 21	23	1

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Program Position #8*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 18	22	1

Program Position #9*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 21	9	1

Justification: Although students outside the required age range may be in the same classroom, careful attention is used to ensure that students are grouped within the age range while working together.

Program Position #10*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 21	6	1

Justification: Although students outside of the required age range may be in the same classroom, careful attention is given to ensure that students are grouped within the age range while working together.

Program Position #11*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 19	9	1

Justification: Although the number of students on this caseload exceeds 8, instruction is shared with other special education teachers and there are never more than 8 students in the classroom at the same time.

Program Position #12*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	15	0.75
Pine-Richland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 14	5	0.25

Program Position #13*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	19	1

Program Position #14*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	12	0.75
Pine-Richland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 15	3	0.25

Program Position #15*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	22	1

Program Position #16*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	2	0.25
Pine-Richland Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	4	0.75

Program Position #17*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	19	1

Program Position #18*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	13	1

Program Position #19*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 12	9	1

Program Position #20*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	15	1

Program Position #21*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	16	1

Program Position #22*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	26	1

Program Position #23*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	23	1

Program Position #24*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 13	4	1

Program Position #25*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 13	4	1

Program Position #26*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 10	14	1

Program Position #27*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hance Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	15	1

Program Position #28*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hance Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	8	0.5

Program Position #29*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Richland Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	9	1

Program Position #30*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Richland Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	12	1

Program Position #31*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Richland Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 8	4	1

Program Position #32*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wexford Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	12	1

Program Position #33*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wexford Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 9	8	1

Program Position #34*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wexford Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	10	0.5

Program Position #35*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 18	14	1

Program Position #36*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	17 to 17	1	0.05
Pine-Richland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 14	10	0.2
Hance Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 9	41	0.75

Program Position #37*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pine-Richland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 14	16	0.5

Program Position #38*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 12	45	1

Program Position #39*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Eden Hall Upper Elementary	An Elementary School	A building in which General Education	Itinerant	Speech and Language Support	10 to 12	44	1

	Building	programs are operated					
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Program Position #40*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Richland Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 9	54	1

Program Position #41*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wexford Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 9	34	1

Special Education Support Services

Support Service	Location	Teacher FTE
Director or Special Education	All Schools	1
Director of Pupil Services	All Schools	1
Lead Psychologist	All Schools	1
Psychologist	All Schools	1
Instructional Support Teacher	Richland Elementary	3
Instructional Support Teacher	Wexford Elementary	2.5
Instructional Support Teacher	Hance Elementary	1.5
Instructional Support Teacher	Eden Hall Upper Elementary	9
Intervention Specialist	Hance, Richland, Wexford, and Eden Hall Upper Elementary	1
Instructional Support Teacher	Middle School	5
Instructional Support Teacher	High School	11
Intervention Specialist	Middle and High School	1
Reading Specialist	Richland Elementary	2.4
Reading Specialist	Hance Elementary	1.6
Reading Specialist	Wexford Elementary	2
Reading Specialist	Eden Hall Upper Elementary	3
Reading Specialist	Middle School	2

School Guidance Counselor	Richland Elementary	1
School Guidance Counselor	Hance Elementary	1
School Guidance Counselor	Wexford Elementary	1
School Guidance Counselor	Eden Hall Upper Elementary	2
School Guidance Counselor	Middle School	2
School Guidance Counselor	High School	4
School Guidance Counselor for Transition Services	Middle and High School	1
Paraprofessional	All Schools	67
Social Worker	All Schools	1
English as Second Language Instructor	All Schools	2

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
The AIU 3- Hearing Support Services	Intermediate Unit	40 Hours
The AIU 3 - Vision Support Services	Intermediate Unit	7.25 Hours
The AIU 3 - Physical Therapy	Intermediate Unit	23 Hours
The AIU 3 - Occupational Therapy	Intermediate Unit	100 Hours
The AIU 3 - Travel Instruction	Intermediate Unit	1 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

The Pine-Richland School District completed its Comprehensive Planning process at the district level. School-level planning sections were not completed.

District Accomplishments

Accomplishment #1:

Pine-Richland School District and all of its schools continue to perform at a high level on the Pennsylvania System of School Assessment (PSSA) and Keystone Exams. Pine-Richland students outperformed the state average at all levels on the reading and math PSSAs. The percent of all students reaching proficiency in both math and reading is increasing overall.

Accomplishment #2:

The Pittsburgh Business Times ranked Pine-Richland School District number eight out of 103 school districts in the region and 23rd in the state in its 2015 list of rankings.

Accomplishment #3:

The Pennsylvania Music Educators Association (PMEA) selected several PR students to participate in prestigious orchestras and choirs. Most notably, students were selected for the PMEA All-State Choir, PMEA All-State Band program and PMEA All-State Orchestra.

Accomplishment #4:

PR students earned more than 140 Scholastic Art Awards in the 2015 regional competition. Students earned gold silver awards with one student earning a national award.

Accomplishment #5:

Districtwide students and staff raise thousands of dollars during charitable projects. Students team up with community members and organizations like the Pine-Richland Opportunities Fund. In 2014-2015, the Peer-to-Peer Empowerment Team earned a Jefferson Award Foundation Gold Banner Award for its outstanding fundraising and outreach projects.

District Concerns

Concern #1:

The district is in the process of developing a consistent curriculum across all grade levels that promotes differentiated instruction in all classrooms and manages the needs of all learners including high achieving students.

Concern #2:

The district is in the process of addressing the technology infrastructure, so that it includes a reliable network, systematic refresh plan and includes an in-house dedicated director. These factors will allow the district to move forward in its ability to integrate technology with curriculum.

Concern #3:

The district is taking a strategic approach to balancing the budget, which is impacted by variables including the rising cost of the district's contribution rate for the Public School Employees Retirement System. By being strategic, the district can provide and maintain programs that directly impact student achievement and/or performance.

Prioritized Systemic Challenges

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

Aligned Concerns:

The district is in the process of developing a consistent curriculum across all grade levels that promotes differentiated instruction in all classrooms and manages the needs of all learners including high achieving students.

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

Aligned Concerns:

The district is in the process of developing a consistent curriculum across all grade levels that promotes differentiated instruction in all classrooms and manages the needs of all learners including high achieving students.

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

Aligned Concerns:

The district is in the process of developing a consistent curriculum across all grade levels that promotes differentiated instruction in all classrooms and manages the needs of all learners including high achieving students.

Systemic Challenge #4 (*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.

Aligned Concerns:

The district is in the process of developing a consistent curriculum across all grade levels that promotes differentiated instruction in all classrooms and manages the needs of all learners including high achieving students.

The district is in the process of addressing the technology infrastructure, so that it includes a reliable network, systematic refresh plan and includes an in-house dedicated director. These factors will allow the district to move forward in its ability to integrate technology with curriculum.

The district is taking a strategic approach to balancing the budget, which is impacted by variables including the rising cost of the district's contribution rate for the Public School Employees Retirement System. By being strategic, the district can provide and maintain programs that directly impact student achievement and/or performance.

District Level Plan

Action Plans

Goal #1: Teaching and Learning: Implement strategies to improve curriculum, instruction, assessment, enrichment/remediation, technology integration, and problem-based learning.

Related Challenges:

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

Specific Targets: By June 30, 2016, 100% of courses will have an updated standards-aligned unit-based curriculum.

Type: Annual

Data Source: Comprehensive instructional strategies model

Specific Targets: By June 30, 2019, the district will have developed and implemented a comprehensive instructional strategies model assessed through the formal evaluation process (e.g., clinical supervision, walk-throughs, and other differentiated supervision options).

Type: Annual

Data Source: Common curriculum-based assessments

Specific Targets: By June 30, 2018, teachers in 100% of courses will implement at least one common, curriculum-based assessment.

Type: Annual

Data Source: Evaluation and walk through form results

Specific Targets: By June 30, 2019, 100% of teachers will demonstrate an example of technology integration at each state of the SAMR model (i.e., substitution, augmentation, modification, and redefinition).

Type: Annual

Data Source: Completed unit-based curriculum maps (extension and remediation)

Specific Targets: By June 30, 2018, 100% of courses will include extension and remediation components within the unit-based curriculum and at least one example of a project-based learning activity.

Strategies:

Real-World Strategies

Description: Use real-world strategies to engage students in solving problems, using their hands, and seeing connections between content areas that include career connections and play/creativity/risk

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

Assessment

Description: Implement a balanced range of national, state and local assessments to monitor student learning and use results to guide instruction.

SAS Alignment: Assessment, Materials & Resources

Extension and Remediation

Description: Extend learning for students who already mastered content and provide re-teaching/support for students struggling with content.

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

Technology Integration

Description: Integrate technology tools into courses and activities when it can extend or improve the teaching and learning process OR promote innovation in that process.

SAS Alignment: Instruction, Materials & Resources

Curriculum Design

Description: Refine clear and consistent curriculum across each grade and course that builds as students progress through the levels but nurture creativity and identity of schools and teachers.

SAS Alignment: Curriculum Framework, Materials & Resources

Instructional Strategies Model

Description: Ensure quality instruction that allows staff/teachers to meet the readiness of different students happening across teachers in all classrooms (vs. pockets).

SAS Alignment: Curriculum Framework, Instruction

Implementation Steps:

Curriculum Design Action Steps

Description: Complete curriculum writing (July 1, 2015 - June 30, 2016); Identify and implement resource identification timeline (July 1, 2015 - June 30, 2016); Publish curriculum online (July 1, 2016 - June 30, 2017); Design and pilot in-depth curriculum review cycle (July 1, 2016 - June 30, 2017); and Implement curriculum review cycle for 2-3 departments per year (July 1, 2017 - June 30, 2019).

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Design

Instruction, Increasing Language and Literacy Acquisition, Teaching Diverse Learners Action Steps

Description: Identify/develop instructional strategies model (July 1, 2015 - June 30, 2016); Implement part 1 of the instructional strategies model (July 1, 2016 - June 30, 2017); Implement part 2 of the instructional strategies model (July 1, 2017 - June 30, 2018); Implement and integrate full instructional model (July 1, 2018 - June 30, 2019); Integrate instructional strategies in Educator Effectiveness Model and Differentiated Supervision Model (July 1, 2016 - June 30, 2018); Increasing language and literacy acquisition - leveled resources to support guided reading (July 1, 2015 - June 30, 2016); Increasing language and literacy acquisition - text dependent analysis and evidence-based responses (July 1, 2015 - June 30, 2017); Teaching Diverse Learners - Differentiation of content, process, and product (July 1, 2016 - June 30, 2017); and Teaching Diverse Learners - Enrichment and remediation (July 1, 2017 - June 30, 2018).

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Instructional Strategies Model

Assessment Action Steps

Description: Evaluate current standardized assessments (July 1, 2015 - June 30, 2016); Develop local assessments (July 1, 2016 - June 30, 2017); Implement local assessments (July 1, 2017 - June 30, 2018); Revise report cards (July 1, 2016 - June 30, 2017); Integrate online assessment database into all content areas (July 1, 2016 - June 30, 2018); Use local assessment data to drive professional development and curriculum revision (July 1, 2017 - June 30, 2018); Monitor real-time progress (July 1, 2018 - June 30, 2019).

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Assessment

Extension and Remediation Action Steps

Description: Evaluate RTII math resources (July 1, 2015 - June 30, 2016); Integrate RTII math resources (July 1, 2016 - June 30, 2017); Develop extension and remediation activities within unit-based curriculum for all courses (July 1, 2016 - June 30, 2017); and Implement extension and remediation activities into instruction (July 1, 2017 - June 30, 2018).

Start Date: 7/1/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Gifted Education

Supported Strategies:

- Extension and Remediation

Technology Integration Action Steps

Description: Provide SAMR training (July 1, 2015 - June 30, 2016); Provide targeted professional development on technology resources (July 1, 2016 - June 30, 2017); Evaluate devices (K-6) and pilot Google Apps (July 1, 2015 - June 30, 2016); Deploy K-6 devices (July 1, 2016 - June 30, 2017); Conduct an inventory of software and cloud resources (July 1, 2015 - June 30, 2016); Focus on flipped classroom strategies and online learning (July 1, 2017 - June 30, 2018); and Offer alternative methods of instruction (July 1, 2018 - June 30, 2019).

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Technology Integration

Real-World Action Plans

Description: Evaluate learning environment for student engagement (July 1, 2015 - June 30, 2016); Create cross-curricular focus and tie to unit-based curriculum (July 1, 2016 - June 30, 2017); Design and pilot MakerSpace concepts (July 1, 2015 - June 30, 2016); Deploy potential MakerSpaces with the district (July 1, 2016 - June 30, 2017); Integrate project-based learning into unit-based curriculum (July 1, 2017 - June 30,

2018); Hold project-based symposium (July 1, 2018 - June 30, 2019); and Develop STEAM partnerships (July 1, 2016 - June 30, 2017).

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Real-World Strategies

Goal #2: Student Services and Programs: Implement strategies to sustain a focus on the whole child, enhance collaboration, review the continuum of services for special education, identify a vision and continuum of services for gifted education, and evaluate extra- and co-curricular activities.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures 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: Sample meeting agendas and building schedules

Specific Targets: By June 30, 2016, all six schools will demonstrate evidence of Student Assistance Program implementation.

Type: Annual

Data Source: Formal evaluation and walk through documents

Specific Targets: By June 30, 2017, 100% of relevant teachers will demonstrate an ability to access IEPs, GIEPs, and 504s in a web-based database and show evidence of SDI implementation in the classroom.

Type: Annual

Data Source: Documents/artifacts

Specific Targets: By June 30, 2019, the district will have a practical and comprehensive gifted education program document that outlines the vision, identification process, and key programmatic elements.

Type: Annual

Data Source: Survey results

Specific Targets: By June 30, 2019, the district will develop a summary report of participant satisfaction levels for extra- and co-curricular activities with analysis that includes levels, trends, and available comparisons.

Type: Annual

Data Source: Formal evaluation and walk through documents

Specific Targets: By June 30, 2018, the district will provide training on co-teaching to all relevant staff and evaluate key elements of co-teaching in the classroom.

Strategies:

Focus on Whole Child

Description: Sustained focus on the whole child (e.g., academic, social, emotional, physical, and moral development).

SAS Alignment: Safe and Supportive Schools

Team Approach

Description: Utilize a team approach built on collaboration and shared responsibility for supporting students' needs by students, parents, teachers, support staff and administrators.

SAS Alignment: Instruction, Safe and Supportive Schools

Special Education

Description: Refine the continuum of services for special education and increase awareness of those services.

SAS Alignment: Curriculum Framework

Extra- and Co-Curricular Programs

Description: Evaluate extra- and co-curricular activities across multiple criteria to determine current and future needs.

SAS Alignment: Safe and Supportive Schools

Gifted Education

Description: Create a vision for gifted education and develop a continuum of services model.

SAS Alignment: Curriculum Framework

Implementation Steps:

Focus on Whole Child Action Steps

Description: Implementation of Student Assistance Programs (K-3) and school-based mental health services in grades 9-12 (July 1, 2015 - June 30, 2016); Evaluation of the well-being of the whole child (July 1, 2016 - June 30, 2017); Training on the well-being of the whole child (July 1, 2017 - June 30, 2018); Evaluate school culture and climate (July 1, 2017 - June 30, 2018); and Implementation of actions for the well-being of the whole child and positive school climate (July 1, 2018 - June 30, 2019).

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s): Student Services

Supported Strategies:

- Focus on Whole Child

Team Approach Action Steps

Description: Confirmation and communication of roles and responsibilities (July 1, 2015 - June 30, 2016); Evaluation of current co-teaching practices (July 1, 2015 - June 30, 2016); Professional development in co-teaching (July 1, 2016 - June 30, 2017); Exploration of common planning time (July 1, 2017 - June 30, 2018); and Implementation of common planning time (July 1, 2018 - June 30, 2019).

Start Date: 7/1/2015 **End Date:** 6/30/2019

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

Supported Strategies:

- Team Approach

Special Education Action Steps

Description: Define and communicate current continuum (July 1, 2015 - June 30, 2016); Specially-designed instruction (SDI) implementation (July 1, 2015 - June 30, 2017); Evaluate effectiveness of current continuum (July 1, 2016 - June 30, 2017); Determine need for additional programs (July 1, 2017 - June 30, 2018); and Develop and implement new programs (July 1, 2018 - June 30, 2019).

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s): Special Education, Student Services

Supported Strategies:

- Special Education

Gifted Education Action Steps

Description: Review identification process (July 1, 2015 - June 30, 2016); Research and create district model (July 1, 2015 - June 30, 2016); Professional development on district program and initial implementation (July 1, 2016 - June 30, 2017); Evaluate early program implementation (July 1, 2017 - June 30, 2018); and Strengthen services as needed (July 1, 2018 - June 30 - 2019).

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s): Student Services, Gifted Education

Supported Strategies:

- Gifted Education

Extra- and Co-Curricular Programs Action Steps

Description: Refine annual survey of participation and satisfaction (July 1, 2015 - June 30, 2016) and Cost-benefit analysis of current and future programs and structure (July 1, 2016 - June 30, 2017).

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s): Student Services

Supported Strategies:

- Extra- and Co-Curricular Programs

Goal #3: Finance and Operations: Implement strategies to enhance the budget process, conduct a demographic study, build a reliable technology infrastructure, and set realistic expectations for alternate revenue.

Related Challenges:

- 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: Budget documents/artifacts and meeting minutes; survey results

Specific Targets: By June 30, 2017, district administrators and board members will develop and implement a repeatable process for engaging the community in the budget process and monitor levels and trends in satisfaction/engagement survey results.

Type: Annual

Data Source: Demographic study

Specific Targets: By June 30, 2016, the district will contract with a third party demographer to complete a comprehensive demographic study to anticipate enrollment trends and residential growth.

Type: Annual

Data Source: Documents/artifacts; meeting minutes

Specific Targets: By June 30, 2019, the district will have a technology infrastructure with the capacity to meet learning and operational needs through 2025 in the following areas: RWAN; WAN; LAN; WLAN; VoIP phone system; bandwidth; redundant ISP; and back-up/disaster recovery.

Type: Annual

Data Source: Revenue and expenditure report

Specific Targets: By June 30, 2019, the district administration and board will identify annual alternate revenue targets and monitor progress toward those targets (e.g., grants, donations, advertising, facility use, energy curtailment, activity fees, booster groups, etc.).

Strategies:

Alternative Revenue

Description: Set realistic expectations for alternate revenue and enhanced partnerships to support operations without impacting guaranteed, necessary funding.

SAS Alignment: Materials & Resources

Demographic and Enrollment Trends

Description: Conduct a demographic study to guide future-focused facilities and capital funding plans.

SAS Alignment: Safe and Supportive Schools

Community Engagement in Budgeting Process

Description: Improve community understanding and engagement in the annual budget process to aid decision-making and consideration of potential tax increases.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Technology Infrastructure

Description: Build a secure and reliable technology infrastructure flexible enough to meet district needs through 2025.

SAS Alignment: Materials & Resources

Implementation Steps:

Alternative Revenue Action Steps

Description: Discuss board-level policy and strategic direction (July 1, 2015 - June 30, 2016); Set direction with foundations, booster groups, and other donors (July 1, 2016 - June 30, 2017); Determine alternative funding targets and connect to budget discussions (July 1, 2016 - June 30, 2017);

and Monitor alternate funding against targets (July 1, 2017 - June 30, 2018).

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s):

Supported Strategies:

- Alternative Revenue

Demographic and Enrollment Trends Action Steps

Description: Complete demographic study (July 1, 2015 - June 30, 2016) and Develop 10-year master facilities plan (July 1, 2016 - June 30, 2017).

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s):

Supported Strategies:

- Demographic and Enrollment Trends

Technology Infrastructure Action Steps

Description: Rebid Regional Wide-Area Network (RWAN)/Internet Service Provider (ISP) (July 1, 2015 - June 30, 2016); Analyze, design and specify cabling and (WIFI) network (middle school) (July 1, 2016 - June 30, 2017); Rebid district Wide-Area Network (WAN) (10G) (July 1, 2016 - June 30, 2017); Develop sustainable end-user device refresh plan (July 1, 2016 - June 30, 2017); Strengthen WIFI high school/Eden Hall) (July 1, 2017 - June 30, 2018); Implement end-user device refresh plan (July 1, 2017 - June 30, 2019); and Update other district assets/resources as needed (July 1, 2018 - June 30, 2019).

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Technology Infrastructure

Community Engagement in Budgeting Process Action Steps

Description: Conduct informational "Road Show" sessions with representative leaders for future budget process input (July 1, 2015 - June

30, 2016) and Revise budget/communications center on website to increase effectiveness and reach (link to communication) (July 1, 2016 - June 30, 2017).

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s):

Supported Strategies:

- Community Engagement in Budgeting Process

Goal #4: Workforce Development: Implement strategies to refine the evaluation process, address staffing needs, align the professional development plan, and enhance onboarding of new staff.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures 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: Completed evaluations and walk through data

Specific Targets: On an annual basis, 100% of employees will receive a written evaluation in compliance with PDE requirements for relevant staff or local PRSD requirements per contracts or other agreements.

Type: Annual

Data Source: Substitute staffing rate data

Specific Targets: By June 30, 2018, the district will maintain a 97% "fill rate" for substitute staffing across all workforce segments.

Type: Annual

Data Source: Documents/artifacts

Specific Targets: By June 30, 2019, the district will have four years of professional development calendar artifacts with participant evaluation data that ranges between "agree" and "strongly agree" for key questions about program planning, delivery, and job-embedded relevance.

Type: Annual

Data Source: Documents/artifacts

Specific Targets: By June 30, 2018, a written onboarding and orientation program will be completed for all workforce segments - including teacher induction - and participant evaluation data that ranges between "agree" and "strongly agree" for key questions about program planning, delivery, and job-embedded relevance.

Strategies:

Evaluation Process

Description: Refine and enhance the evaluation process for all employees through the use of multiple measures and feedback to support professional growth with value placed on intrinsic motivation.

SAS Alignment: Instruction

Staffing Approach

Description: Improve continuity of the day-to-day educational program and operations through the staffing approach to substitute or temporary positions.

SAS Alignment: Instruction

Professional Development Plan

Description: Align the professional development plan for all staff with strategic direction, staff needs, and legal compliance (not a one-size-fits-all).

SAS Alignment: Instruction

New Staff On-Boarding and Induction

Description: Induct new staff into the district culture and support them throughout their years at Pine-Richland School District.

SAS Alignment: Instruction***Implementation Steps:****Evaluation Process Action Steps*

Description: Finalize standard evaluation system for all workgroups (July 1, 2015 - June 30, 2016); Develop differentiated supervision model for teachers and pilot (July 1, 2015 - June 30, 2016); Develop differentiated supervision model for administrators (July 1, 2016 - June 30, 2017); Identify, develop and implement technology solution for evaluations (July 1, 2016 - June 30, 2017); and Identify, develop and implement system for multiple measures of feedback (July 1, 2017 - June 30, 2018).

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s): Professional Education, Teacher Induction, Educational Technology

Supported Strategies:

- Evaluation Process

Staffing Approach Action Steps

Description: Identify staffing concerns and evaluate staff profile (July 1, 2015 - June 30, 2016); Review alternate staffing options and pilot potential solutions (July 1, 2016 - June 30, 2017); Implement new staffing strategies (July 1, 2017 - June 30, 2018); and Improve student teaching systems for recruitment (July 1, 2017 - June 30, 2018).

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Staffing Approach

Professional Development Plan Action Steps

Description: Review current professional development plan (SWOT) and conduct a needs assessment (July 1, 2015 - June 30, 2016); Develop three-year plan for professional development with processes to measure

effectiveness (July 1, 2016 - June 30, 2017); and Implement professional development plan (July 1, 2017 - June 30, 2019).

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Professional Development Plan

New Staff On-Boarding and Induction Action Steps

Description: Identify needs of new hires/necessary resources (July 1, 2016 - June 30, 2017); Draft new induction program (July 1, 2016 - June 30, 2017); Update orientation process (July 1, 2017 - June 30, 2018); Implement new induction program (July 1, 2017 - June 30, 2018); and Implement technology solution for tracking induction program (July 1, 2018 - June 30, 2019).

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s): Professional Education, Teacher Induction, Educational Technology

Supported Strategies:

- New Staff On-Boarding and Induction

Goal #5: Communication and Stakeholder Engagement: Implement strategies to foster efficient/effective communication, build community connections, provide information to stakeholders, maintain engagement with the strategic plan, sustain partnerships, and increase student input into the educational program.

Related Challenges:

- 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: Communication matrix

Specific Targets: By June 30, 2019, the district will ensure that at least 30% of the major communication channels encourage two-way dialogue.

Type: Annual

Data Source: Survey results and attendance data

Specific Targets: By June 30, 2019, the district will provide a report that analyzes levels, trends, and appropriate comparisons for satisfaction and engagement of all major stakeholder groups (i.e., community, parents, staff, and students).

Strategies:

Efficient and Effective Communications

Description: Foster efficient and effective district communications that promotes dialogue with key stakeholders (two-way).

SAS Alignment: Safe and Supportive Schools

Collaboration and Connections

Description: Build collaboration and connections with community residents who do not have children in the district.

SAS Alignment: Safe and Supportive Schools

Training and Informational Sessions

Description: Provide informational sessions/training opportunities for volunteers and parents to support teaching and learning and to increase awareness of important educational issues and topics.

SAS Alignment: Materials & Resources

Strategic Planning Engagement

Description: Provide strategic plan updates and continue stakeholder engagement throughout implementation of the 2015 - 2019 plan.

SAS Alignment: Materials & Resources

Partnerships and Collaboration with Workforce Groups

Description: Sustain partnerships and collaboration with workforce groups (PREA, ESPA, Act 93, Administrative Support and Vendors).

SAS Alignment: Safe and Supportive Schools

Student Input

Description: Increase student input for the improvement of educational programs.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Efficient and Effective District Communications Action Steps

Description: Assess communication matrix (July 1, 2015 - June 30, 2016); Refine and implement surveys for all key stakeholder groups (July 1, 2015 - June 30, 2016); Enhance strategies for two-way communication across all key stakeholder groups (July 1, 2016 - June 30, 2017); and Refine tools and platforms (July 1, 2017 - June 30, 2018).

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s):

Supported Strategies:

- Efficient and Effective Communications

Collaboration and Connections Action Steps

Description: Provide Strategic Planning opportunities and determine methods for connecting with residents (July 1, 2015 - June 30, 2016); Conduct periodic updates with community groups at locations within and outside district schools (July 1, 2016 - June 30, 2017); Form community leadership group or method for systematic listening beyond Strategic Planning (July 1, 2017 - June 30, 2018); and Enhance electronic means to increase community awareness/readership (July 1, 2018 - June 30, 2019).

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s):

Supported Strategies:

- Collaboration and Connections

Training and Informational Opportunities Action Steps

Description: Provide English Language Arts & Mathematics training (July 1, 2015 - June 30, 2016); Provide building-level intervention training (July 1, 2016 - June 30, 2017); and Evaluate systematically and deliver sessions on topics that impact families (July 1, 2016 - June 30, 2018).

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Training and Informational Sessions

Strategic Planning Engagement Action Steps

Description: Develop milestone timeline (July 1, 2015 - June 30, 2016); Develop web resource center (July 1, 2015 - June 30, 2016); Develop toolkit (July 1, 2016 - June 30, 2017); and Provide annual updates with quarterly monitoring (progress bars) (July 1, 2015 - June 30, 2019).

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s):

Supported Strategies:

- Strategic Planning Engagement

Partnerships and Collaboration with Workforce Groups Action Steps

Description: Review contract language with representative groups for implementation clarity (July 1, 2015 - June 30, 2016); Continue training with supervisors and administrators for consistent implementation (July 1, 2016 - June 30, 2017); and Begin negotiations process (July 1, 2018 - June 30, 2019).

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s):

Supported Strategies:

- Partnerships and Collaboration with Workforce Groups

Student Input Action Steps

Description: Launch annual student survey (July 1, 2015 - June 30, 2016); Refine roundtable discussions (July 1, 2016 - June 30, 2017); Develop course and senior survey (July 1, 2017 - June 30, 2018); Provide other opportunities to give input (July 1, 2017 - June 30, 2018); and Launch Course and senior surveys (July 1, 2018 - June 30, 2019).

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s): Student Services

Supported Strategies:

- Student Input

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	#1 Teaching and Learning: Implement strategies to improve curriculum, instruction, assessment, enrichment/remediation, technology integration, and problem-based learning.	Strategy #1: Curriculum Design
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Start	End	Title			Description			
7/1/2015	6/30/2019	Curriculum Design Action Steps			Complete curriculum writing (July 1, 2015 - June 30, 2016); Identify and implement resource identification timeline (July 1, 2015 - June 30, 2016); Publish curriculum online (July 1, 2016 - June 30, 2017); Design and pilot in-depth curriculum review cycle (July 1, 2016 - June 30, 2017); and Implement curriculum review cycle for 2-3 departments per year (July 1, 2017 - June 30, 2019).			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Assistant Superintendent	3.0	8	330	LEA	School Entity	Yes

Knowledge Curriculum design and implementation.

Supportive Research Curriculum framework built in consideration of Understanding by Design, PDE SAS, and the historic PRSD approach.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

For school and district administrators, and other educators seeking leadership roles:		Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	
Training Format		LEA Whole Group Presentation School Whole Group Presentation Department Focused Presentation Professional Learning Communities	
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors	Grade Levels Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities		Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles	Evaluation Methods Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Portfolio

**assessment, enrichment/remediation,
technology integration, and problem-based
learning.**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2015	6/30/2019	Instruction, Increasing Language and Literacy Acquisition, Teaching Diverse Learners Action Steps	Identify/develop instructional strategies model (July 1, 2015 - June 30, 2016); Implement part 1 of the instructional strategies model (July 1, 2016 - June 30, 2017); Implement part 2 of the instructional strategies model (July 1, 2017 - June 30, 2018); Implement and integrate full instructional model (July 1, 2018 - June 30, 2019); Integrate instructional strategies in Educator Effectiveness Model and Differentiated Supervision Model (July 1, 2016 - June 30, 2018); Increasing language and literacy acquisition - leveled resources to support guided reading (July 1, 2015 - June 30, 2016); Increasing language and literacy acquisition - text dependent analysis and evidence-based responses (July 1, 2015 - June 30, 2017); Teaching Diverse Learners - Differentiation of content, process, and product (July 1, 2016 - June 30, 2017); and Teaching Diverse Learners - Enrichment and remediation (July 1, 2017 - June 30, 2018).	Assistant Superintendent	3.0	8	330	LEA	School Entity	Yes

Knowledge Understanding and use of effective instructional strategies.

Supportive Research SAS.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:		Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	
Training Format		LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Professional Learning Communities	
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Journaling and reflecting

LEA Goals Addressed:	#1 Teaching and Learning: Implement strategies to improve curriculum, instruction, assessment, enrichment/remediation, technology integration, and problem-based learning.			Strategy #1: Assessment
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Start	End	Title	Description					
7/1/2015	6/30/2019	Assessment Action Steps	Evaluate current standardized assessments (July 1, 2015 - June 30, 2016); Develop local assessments (July 1, 2016 - June 30, 2017); Implement local assessments (July 1, 2017 - June 30, 2018); Revise report cards (July 1, 2016 - June 30, 2017); Integrate online assessment database into all content areas (July 1, 2016 - June 30, 2018); Use local assessment data to drive professional development and curriculum revision (July 1, 2017 - June 30, 2018); Monitor real-time progress (July 1, 2018 - June 30, 2019).					
	Person Responsible	SH	S	EP	Provider		Type	App.
	Director of Pupil Services	3.0	8	330	LEA		School Entity	Yes

Knowledge Background training in assessment design and monitoring student learning results.

Supportive Research PDE SAS

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

attention given to interventions for struggling students.

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

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities

Participant Roles

Dir

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex

School counselors

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

Follow-up Activities

Analysis of student work,
with administrator and/or peers

Evaluation Methods

Classroom observation focusing on
factors such as planning and preparation,

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Classroom student assessment data

LEA Goals Addressed:	#1 Teaching and Learning: Implement strategies to improve curriculum, instruction, assessment, enrichment/remediation, technology integration, and problem-based learning.	Strategy #1: Extension and Remediation
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Start	End	Title	Description				
7/1/2016	6/30/2019	Extension and Remediation Action Steps	Evaluate RtII math resources (July 1, 2015 - June 30, 2016); Integrate RtII math resources (July 1, 2016 - June 30, 2017); Develop extension and remediation activities within unit-based curriculum for all courses (July 1, 2016 - June 30, 2017); and Implement extension and remediation activities into instruction (July 1, 2017 - June 30, 2018).				
	Person Responsible Assistant Superintendent	SH 3	S 4	EP 330	Provider LEA	Type School Entity	App. Yes

Knowledge Strategies and resources to differentiate content, process, and products for all learners within the RTII framework at PRSD.

Supportive Research RTII literature and differentiation research.

Designed to Accomplish
For classroom teachers, school Enhances the educator’s content knowledge in the area of the educator’s

counselors and education specialists:

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.

For school and district administrators, and other educators seeking leadership roles:

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

LEA Whole Group Presentation
School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities

Participant Roles

Dir

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex
School counselors

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

Follow-up Activities

Creating lessons to meet varied student learning styles
Joint planning period activities

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Classroom student assessment data

LEA Goals Addressed:	#1 Teaching and Learning: Implement strategies to improve curriculum, instruction, assessment, enrichment/remediation, technology integration, and problem-based learning.		Strategy #1: Technology Integration
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Start	End	Title			Description			
7/1/2015	6/30/2019	Technology Integration Action Steps			Provide SAMR training (July 1, 2015 - June 30, 2016); Provide targeted professional development on technology resources (July 1, 2016 - June 30, 2017); Evaluate devices (K-6) and pilot Google Apps (July 1, 2015 - June 30, 2016); Deploy K-6 devices (July 1, 2016 - June 30, 2017); Conduct an inventory of software and cloud resources (July 1, 2015 - June 30, 2016); Focus on flipped classroom strategies and online learning (July 1, 2017 - June 30, 2018); and Offer alternative methods of instruction (July 1, 2018 - June 30, 2019).			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Director of Technology	1.0	8	330	LEA	School Entity	Yes

Knowledge Strategies for the implementation of technology hardware and software (e.g., SAMR model).

Supportive Research Research from educational journals in the area of technology.

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:		Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	
Training Format		LEA Whole Group Presentation Series of Workshops Podcast	
Participant Roles		Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors	Grade Levels Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities		Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

strategies to improve curriculum, instruction, assessment, enrichment/remediation, technology integration, and problem-based learning.

Start	End	Title			Description			
7/1/2015	6/30/2019	Real-World Action Plans			Evaluate learning environment for student engagement (July 1, 2015 - June 30, 2016); Create cross-curricular focus and tie to unit-based curriculum (July 1, 2016 - June 30, 2017); Design and pilot MakerSpace concepts (July 1, 2015 - June 30, 2016); Deploy potential MakerSpaces with the district (July 1, 2016 - June 30, 2017); Integrate project-based learning into unit-based curriculum (July 1, 2017 - June 30, 2018); Hold project-based symposium (July 1, 2018 - June 30, 2019); and Develop STEAM partnerships (July 1, 2016 - June 30, 2017).			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Assistant Superintendent	1.0	4	330	LEA	School Entity	Yes

Knowledge

Participant understanding of project-based learning activities.

Supportive Research

Educational research about project- and problem-based learning.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:		Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	
Training Format		LEA Whole Group Presentation School Whole Group Presentation Department Focused Presentation	
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
		School counselors Parents	
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans Review of written reports summarizing instructional activity

LEA Goals Addressed:	#1 Student Services and Programs: Implement strategies to sustain a focus on the whole child, enhance collaboration, review the continuum of services for special education, identify a vision and continuum of services for gifted education, and evaluate extra- and co-curricular activities.	Strategy #1: Focus on Whole Child
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2015	6/30/2019	Focus on Whole Child Action Steps	Implementation of Student Assistance Programs (K-3) and school-based mental health services in grades 9-12 (July 1, 2015 - June 30, 2016); Evaluation of the well-being of the whole child (July 1, 2016 - June 30, 2017); Training on the well-being of the whole child (July 1, 2017 - June 30, 2018); Evaluate school culture and climate (July 1, 2017 - June 30, 2018); and Implementation of actions for the well-being of the whole child and positive school climate (July 1, 2018 - June 30, 2019).	Director of Pupil Services	1	1	330	LEA	School Entity	Yes

Knowledge Understanding of Student Assistance Program (SAP) and potential barriers to student learning.

Supportive Research SAP materials and training resources.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

Instructs the leader in managing resources for effective results.

Podcast

Training Format

Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	School counselors		Middle (grades 6-8)
	Paraprofessional		High (grades 9-12)
Follow-up Activities	Referral process in each building	Evaluation Methods	Team meetings

LEA Goals Addressed: **#1 Student Services and Programs:** Implement strategies to sustain a focus on the whole child, enhance collaboration, review the continuum of services for special education, identify a vision and continuum of services for gifted education, and evaluate extra- and co-curricular activities. **Strategy #1: Team Approach**

Start	End	Title	Description
7/1/2015	6/30/2019	Team Approach Action Steps	Confirmation and communication of roles and responsibilities (July 1, 2015 - June 30, 2016); Evaluation of current co-teaching practices (July 1, 2015 - June 30, 2016); Professional development in co-teaching (July 1, 2016 - June 30,

2017); Exploration of common planning time (July 1, 2017 - June 30, 2018); and Implementation of common planning time (July 1, 2018 - June 30, 2019).

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Pupil Services; Director of Special Education	3.0	1	50	LEA	School Entity	Yes

Knowledge Understanding of effective instructional practices related to co-teaching.

Supportive Research Research-based recommendations for inclusive practices and co-teaching in the general education environment.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Series of Workshops

Training Format

Participant Roles	Grade Levels
Classroom teachers Principals / Asst. Principals Paraprofessional	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)

Other educational specialists		High (grades 9-12)	
Follow-up Activities	Creating lessons to meet varied student learning styles	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Joint planning period activities		

LEA Goals Addressed:	#1 Student Services and Programs:	
	Implement strategies to sustain a focus on the whole child, enhance collaboration, review the continuum of services for special education, identify a vision and continuum of services for gifted education, and evaluate extra- and co-curricular activities.	Strategy #1: Gifted Education

Start	End	Title			Description		
7/1/2015	6/30/2019	Gifted Education Action Steps			Review identification process (July 1, 2015 - June 30, 2016); Research and create district model (July 1, 2015 - June 30, 2016); Professional development on district program and initial implementation (July 1, 2016 - June 30, 2017); Evaluate early program implementation (July 1, 2017 - June 30, 2018); and Strengthen services as needed (July 1, 2018 - June 30 - 2019).		
Person Responsible		SH	S	EP	Provider	Type	App.
Director of Pupil Services		1	3	330	LEA	School Entity	Yes

Knowledge	Referral process for gifted evaluations (i.e., child find) and strategies for enrichment/extension of content.		
Supportive Research	Evaluation documents; educational journals and literature (e.g., Renzuilli)		
Designed to Accomplish	For classroom teachers, school counselors and education specialists: Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners. For school and district administrators, and other educators seeking leadership roles: Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
Training Format	Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans
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LEA Goals Addressed:	#1 Workforce Development: Implement strategies to refine the evaluation process, address staffing needs, align the professional development plan, and enhance onboarding of new staff.	Strategy #1: Evaluation Process
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Start	End	Title	Description						
7/1/2015	6/30/2019	Evaluation Process Action Steps	Finalize standard evaluation system for all workgroups (July 1, 2015 - June 30, 2016); Develop differentiated supervision model for teachers and pilot (July 1, 2015 - June 30, 2016); Develop differentiated supervision model for administrators (July 1, 2016 - June 30, 2017); Identify, develop and implement technology solution for evaluations (July 1, 2016 - June 30, 2017); and Identify, develop and implement system for multiple measures of feedback (July 1, 2017 - June 30, 2018).						
		Person Responsible Director of Human Resources and Legal Affairs	SH 3	S 4	EP 500	Provider LEA		Type School Entity	App. Yes

Knowledge	For all workforce segments, the content, process, and format of the relevant evaluation instrument will be used to set expectations and guide performance.
Supportive	PDE-approved instruments will be utilized when appropriate. Other evaluation forms are connected to

Research contracts or agreements.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
	Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
	Provides leaders with the ability to access and use appropriate data to inform decision-making.
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
	Instructs the leader in managing resources for effective results.

Department Focused Presentation

Training Format

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
		School counselors Paraprofessional Classified Personnel		

	New Staff Other educational specialists Related Service Personnel	
Follow-up Activities	Evaluation process (formal and informal)	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
		Evaluation Methods

District Level Affirmations

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

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

No signature has been provided

Board President

Affirmed by Brian Miller on 9/14/2015

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.

Affirmed by Laura Ohlund on 6/1/2015

Board President

Affirmed by Brian Miller on 6/1/2015

Superintendent/Chief Executive Officer