Duquesne City SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

300 Kennedy Ave
Duquesne, PA 15110
(412)466-5300
Superintendent: Sue Moyer
Director of Special Education: Stanley Whiteman

Planning Process

- The District Leadership Team will review the District Comprehension Plan requirements and based on the Pennsylvania Department of Education (PDE) District Work Flow Chart, the team will develop a timeline for the development of the plan.

- The District Leadership Team will discuss and select the District Comprehensive Planning Team Committee Members who will work collaboratively to develop the plan.

- A District Core Comprehensive Planning Team of selected District Administrators and Staff will also be created.

- The Superintendent, or Designee, will share the online planning tool with the District Comprehensive Planning Team Committee and the Core Comprehensive Planning Team.

- Following each meeting, all new and updated information will be entered into the online planning tool and provided to all District Comprehensive Planning Team Members and Core Comprehensive Planning Team Members for their review and recommendations.

- During the planning process, the District Comprehensive Planning Team will share the DRAFT of the District Comprehensive Plan with the administrators and staff for district feedback.

- Once the District Comprehensive Plan is completed, the plan will be presented to the Receiver and School Board for approval.

- There will be a 28 day public review of the plan.

- The Superintendent and the Receiver will approve the plan and submit it to Pennsylvania Department of Education prior to the due date.

Mission Statement

The District Mission Statement

The Duquesne City School District exists to serve the diverse academic, physical, social, and emotional needs of its learners in a supportive and caring environment.

Vision Statement

The Duquesne City School District will maintain for its students a diverse, supportive, healthy, and inspiring academic environment. We will actively engage our families and community since they are essential to the success of our students and the success of our school.

Shared Values

The Duquesne City School District believes that:

- Education is the responsibility of all stakeholders (students, staff, parents, and community) to maximize student success.

- A personalized learning environment is maintained through differentiated instructional planning that incorporates engaging learning activities to meet the needs of all students.

- The school district must provide a safe, secure, and nurturing environment where stakeholders are respected and a quality education program is maintained.

- The commitment to continuous improvement guides decisions and actions.

- Students education is achieved by incorporating learning activities that engage every child.

Educational Community

Approximately 12 miles south east of Pittsburgh lies the historic city of Duquesne, a small community located along the banks of the Monongahela River. It was incorporated in 1891 and encompasses a total area of 2.0 square miles. Duquesne is predominately a residential community with a strong commitment to education. The Duquesne City School District serves the community of Duquesne. The district educates approximately 400 students, grades Pre-K through sixth grade. Students are eligible to receive special education services, participate in 504 plans, and receive enrichment and gifted services. Currently, 33% are identified as receiving Special Education services. The school receives federal Title IA funding to provide interventions to students at risk of failing. Families of students in grades 7-12 have the option of attending either the East Allegheny or West Mifflin Area school districts as required by the School Code section 16.1607.1.

Duquesne Elementary facilitates learning through:

- Instruction correlated with 21st Century classroom technology including Smartboards, iPads for students and teachers, computer lab, Apple TVs, document cameras, Maker Spaces, and Media Center,

- Curriculum aligned to Pennsylvania Core Standards,

- Instructional coaches who bring evidence-based practices into classrooms by working with teachers and other school leaders,

- Benchmark assessments that enable instructional staff to monitor and evaluate student learning, plan instruction, communicate expectations for learning, and predict future performance,

- Extended day/year programming for all students to focus on core academic learning and enrichment or tiered activities,

- Opportunities for families, community members, and school staff to engage in meaningful activities that support and improve the learning, development, and health of children, and

- Student supportive services including guidance and counseling, health and wellness, attendance, and other necessary services as part of a comprehensive program to meet students' academic, social, and emotional growth.

Planning Committee

Name	Role
Jennifer Jennings	Administrator : Professional Education
Sue Moyer	Administrator : Professional Education Special Education
Stan Whiteman	Administrator : Professional Education
Timothy Caldwell	Business Representative : Professional Education
Frank Piccolino	Business Representative : Professional Education
Sandy Rozgonyi	Community Representative : Professional Education
Andrew Vamos	Community Representative : Professional Education
Nancy Olenik	Ed Specialist - Other : Professional Education
Brooke Watterson	Ed Specialist - School Psychologist : Professional Education Special Education
Samantha Utley	Elementary School Teacher - Regular Education : Professional Education Special Education

Nancy Moore	Elementary School Teacher - Special Education : Professional Education Special Education
NOT APPLICABLE	High School Teacher - Regular Education : Professional Education
NOT APPLICABLE	High School Teacher - Special Education : Professional Education
Celeste Rudge	Instructional Coach/Mentor Librarian : Professional Education
NOT APPLICABLE	Middle School Teacher - Regular Education : Professional Education
NOT APPLICABLE	Middle School Teacher - Special Education : Professional Education
Timiko Hawkins	Parent : Professional Education Special Education
Michelle Roland	Parent : Professional Education
Eric Harper	Student Services Director/Specialist : Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

"Non-existent" checks indicate areas not addressed at the Elementary School level. While the English language arts (ELA) and math curriculums are mapped and aligned, the remaining areas are in process. History, science, social studies, and related arts are addressed within the ELA and math programs. Science standards are addressed via the Creation Station materials and SAS resources.

Elementary Education-Intermediate Level

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

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

"Non-existent" checks indicate areas not addressed at the Elementary School level. While the English language arts (ELA) and math curriculums are mapped and aligned, the remaining areas are in process. History, science, social studies, and related arts are addressed within the ELA and math programs. Science standards are addressed via ASSETT learning materials and SAS resources.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Non Existent	Non Existent
PA Core Standards: English Language Arts	Non Existent	Non Existent
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
PA Core Standards: Mathematics	Non Existent	Non Existent
Economics	Non Existent	Non Existent

Environment and Ecology	Non Existent	Non Existent
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Non Existent	Non Existent
History	Non Existent	Non Existent
Science and Technology and Engineering Education	Non Existent	Non Existent
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent
World Language	Non Existent	Non Existent

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

The Duquesne City School District operates an Elementary School, serving students in grades Pre-K through sixth grade. Students in grades seven and eight receive their education at their choice of East Allegheny or West Mifflin Area school districts per the School Code Section 16.1607.1.

High School Level

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

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

The Duquesne City School District operates an Elementary School, serving students in grades Pre-K through 6th grade. Students in grades nine through twelve reseive their education at their choice of East Allegheny or West Mifflin Area school districts per the School Code Section 16.1607.1.

Adaptations

Elementary Education-Primary Level

Checked answers

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

> None.

Elementary Education-Intermediate Level

Checked answers

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

> None.

Middle Level

Checked answers

> None.

Unchecked answers

> None.

High School Level

Checked answers

  None.

Unchecked answers

  None.

Explanation for any standards checked:

Duquesne Elementary School has aligned the math and ELA curriculums to the PA Core Standard. The District is working toward alignment of Literacy in History/Social Studies and Science to the newer, more rigorous PA Core Standards as they are released. Our district has elected to remain true to the integrated standards as brought forward by the national body of work. Our curricula encompasses the Pennsylvania Core Standards and by relying on the integrity of the Common Core State Standards continues to elevate rigor and complexity. We are emphasizing the mathematical and ELA standards of practice across our curricula.

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 Curriculum Steering Committee, under the leadership of the Acting Superintendent, meets twice monthly to plan, review, update, and problem-solve curriculum related issues. The committee monitors implementation, takes action and makes recommendations to the Acting Superintendent as warranted.

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

None of the standards areas are checked "Needs Improvement" or "Non Existent."

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 Curriculum Steering Committee, under the leadership of the Acting Superintendent, meets twice monthly to plan, review, update, and problem-solve curriculum related issues. The committee monitors implementation, takes action and makes recommendations to the Acting Superintendent as warranty.

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

None of the standards areas are checked "Needs Improvement" or "Non Existent."

Middle Level

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

Processes used to ensure Accomplishment:

The Duquesne City School District operates an Elementary School, serving students in grades Pre-K through sixth grade. Students in grades seven and eight receive their education at their choice of East Allegheny or West Mifflin Area school districts per the School Code Section 16.1607.1.

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

The Duquesne City School District operates an Elementary School, serving students in grades Pre-K through sixth grade. Students in grades seven and eight receive their

education at their choice of East Allegheny or West Mifflin Area school districts per the School Code Section 16.1607.1.

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

Processes used to ensure Accomplishment:

The Duquesne City School District operates an Elementary School, serving students in grades Pre-K through sixth grade. Students in grades nine through twelve receive their education at their choice of East Allegheny or West Mifflin Area school districts per the School Code Section 16.1607.1.

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

The Duquesne City School District operates an Elementary School, serving students in grades Pre-K through sixth grade. Students in grades nine through twelve receive their education at their choice of East Allegheny or West Mifflin Area school districts per the School Code Section 16.1607.1.

Modification and Accommodations

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

The Duquesne Elementary School implements a curriculum that provides remediation and enrichment based lessons to reach all levels of learners. The faculty developed instructional practices that focus on the needs of individual students through the creation and use of data based Individual Learning Plans (ILPs). The reading and math curricula include intervention lessons for at-risk students, components for reteaching, small group differentiated instruction, and multiple modality evaluation for students who need additional supports. The introduction of a flexible grouping period (RTII/MTSS Flex Time) allows for teachers to meet the needs of individual students on a daily basis. Supports for special education students are the same, with the specially designed instruction, adaptations, and accommodations based on the students lEP.

The Duquesne City School District has aligned the mathematics and ELA curriculums to the Pennsylvania Core Standards and the Pennsylvania Instructional Framework. The District is currently in the process of aligning the science and social studies curriculums.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

> *Checked Answers*
> - Administrators
> - Building Supervisors
> - Instructional Coaches
>
> *Unchecked Answers*
> - Department Supervisors
> - Not Reviewed

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

The Principal Effectiveness Tool has been put into place as the main tool to evaluate the Principal and Assistant Principal. The Administrative Leadership Team (Acting Superintendent, Principal, Assistant Principal, Special Education Consultant, Technology Director and Business Manager) meet bi-weekly to discuss initiatives throughout the school, and concerns about the daily activities of the elementary school. These meetings serve as a time when each individual can ask questions, discuss issues. and find resolutions to issues. An open dialogue has been cultivated with the faculty and the Principal. The professional staff helps to improve the Principal and Assistant Principal by holding them accountable for supportive actions that need to be taken in an effective manner. Efforts to support staff and students are developed bottom up under the direction of the Principal and Assistant Principal. Groups of educators are working together to formulate ideas, create plans of action, and follow through on those plans with the support of administration.

Ensuring that there is a system within the School District that fully ensures consistent implementation of a standards aligned curriculum framework is off to a strong, slow start. Currently, the Pennsylvania Instructional Framework is being utilized by every teacher. The use of the framework is monitored by the instructional coaches and principals. Teachers submit modules with their weekly lesson plans to ensure topics are being covered. This is monitored by the administrators. Teachers utilize the framework to plan daily instruction in addition to remediation and enrichment activities on Study Island and during flex time classes.

 All teachers have been exposed to Explicit Instruction and the components are monitored by the Principal, Assistant Principal and instructional coaches' walkthroughs and observations. Peer evaluation is on-going.

School wide use of data is an area for continued growth. Currently all teachers use data to write Individual Learning Plans (ILPs) for each student without an Individualized Education Plan (IEP - Chapter 14). That data is discussed in twice monthly grade level groups and successes are highlighted. Teachers have used the data to focus instruction for daily planning, FLEX time, ILPs, and extended day instruction.

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

All strategies have been selected, and are in use by administration and professional staff.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	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.	Not Applicable

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

Currently, there are no students who are eligible for specially designed gifted instruction in the district.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

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

Currently, there are no students who are eligible for specially designed gifted instruction in the district.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not Applicable
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Not Applicable
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

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

Duquesne Elementary School provides educational programs for Pre-K through sixth grade within the school district. Students in grades seven and eight have the option of attending school in two neighboring districts per PA School Code Section 16-1607.1.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not Applicable
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Not Applicable
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

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

Duquesne Elementary School provides educational programs for Pre-K through sixth grade within the school district. Students in grades nine through twelve have the option of attending school in two neighboring districts per PA School Code Section 16-1607.1.

Recruitment

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

The School District assures that the teaching staff is highly qualified by carefully monitoring professional development, certification, and advanced degrees. Many candidates and subsequent hires are dually or multiple certified. Work experience in similar districts is preferred. It is also important that professional staff members have the ability and

willingness to work with the community and families, as well as the students. Individual Learning Plans (ILPs) are written for every student who does not have an Individualized Education Plan (IEP). Data from formative and benchmark assessments is used to drive decision making. Instructional Coaches assist teachers to ensure that they provide the support that each may need, regardless of the grade level.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	0.00	0.00	0.00
English	0.00	0.00	0.00
Mathematics	0.00	0.00	0.00
Social Studies	0.00	0.00	0.00
Science	0.00	0.00	0.00
Physical Education	0.00	0.00	0.00
Health	0.00	0.00	0.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	0.00	0.00	0.00
Minimum % Grade Required for Credit (Numerical Answer)	0.00	0.00	0.00

Graduation Requirement Specifics

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

- Not Applicable. Our LEA does not offer High School courses.

Unchecked answers

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

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use

of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

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

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

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

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

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

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

- 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						
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						
World Language						

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X		

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Study Island		X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Quick Checks	X	X		
Progress Monitoring	X	X		
Writing Samples/Portfolios	X	X		
Think Pair Share	X	X		
White Boards/Clickers	X	X		
Exit Slips	X	X		
Mid Chapter Checkpoints; End of Chapter tests; Mid Year checks; End of Year Assessments	X	X		

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
G-MADE	X			
G-RADE	X			

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Grade level data meetings are held twice monthly. Data from summative, formative, diagnostic, and benchmark assessments are used to assign students into "needs based" groups for flex time periods. Teachers, coaches and administrators are involved in the data meetings. All professional staff members monitor student progress in the classroom on a daily basis and as skills are mastered, they are recorded.

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.

The School District currently utilizes the local assessments provided within the recently purchased materials for ELA and math, Journeys and GO! Math (2014). These are aligned to the Pennsylvania Core Standards and have been mapped using Pennsylvania Instructional Frameworks.

Collection and Dissemination

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

Life-long, grade specific data sheets have been created by the instructional coaches that show all 4-Sight, Study Island and PSSA data from the time a student enters the Duquesne Elementary School. OnHands stores all student data in their data base. Go!Math mid-chapter, end of chapter, mid year and end of the year spreadsheets are available on the

District's common drive to keep track of these assessments. Weekly data meetings will continue to analyze data throughout the school year.

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.

A flex time period has been built into the daily schedule to help students improve specific academic areas. Students may also attend the Boys' and Girls' Club and Extended Day Program (EDP) for additional tutoring. SPARK, a push in program from Duquesne University, works with students who are performing below proficient on reading skills. Individual Learning Plans (ILPs) are created to monitor student progress and help them to achieve proficiency.

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		
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		
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		
Instructional practices modified or adapted to increase student mastery.	X	X		

Provide brief explanation of the process for incorporating selected strategies.

OnHands/EdInsight provides assessment results which can be broken down into anchors and eligible content. New textbooks are aligned to the Pennsylvania Core Standards. ILPs are written for individual students. Tutoring is provided after school.

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

There are no strategies that were not selected.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The School District regularly uses it's redesigned website, One Call, What's Up Wednesday notices, Dinner and a Movie nights, Twitter, Facebook, and direct mail as well as Classroom Dojo to disseminate information. Activities and information can also be found in the newly created "Parent Room," as well as on multiple, strategically placed bulletin boards which contain updated hard copies of information. When parents participate in any school events, assessment schedules and results are addressed in discussions.

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

Course planning guides do not address our grade levels. Local media reports are handled through the local intermediate unit.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The District supports one elementary school, Pre-K through sixth grade. The elementary school is a Phase 4, Title I School. District administrators ensure that the school identifies effective research and evidence-based programs, implements effective instructional programs, and evaluates programs for effectiveness. The district provides assistance to the

school's principal and the school-level administrative team to help identify opportunities to secure the resources and services they need to support their students, parents, and their families.

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		
School-wide Positive Behavioral Programs	X	X		
Conflict Resolution or Dispute Management	X	X		
Peer Helper Programs	X	X		
Safety and Violence Prevention Curricula	X	X		
Student Codes of Conduct	X	X		
Comprehensive School Safety and Violence Prevention Plans	X	X		
Purchase of Security-related Technology	X	X		
Student, Staff and Visitor Identification Systems	X	X		
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X		
Counseling Services Available for all Students	X	X		
Internet Web-based System for the Management of Student Discipline	X	X		

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

Duquesne City utilizes a Lead Security Guard along with support from Pittsburgh Protection. <- identify what this is

Screening, Evaluating and Programming for Gifted Students

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

The Duquesne City School District advertises its Child Find activities annually on the district website and in the Student and Parent handbooks. These media sources are made available to the community to inform them of gifted education services and programs offered.

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

As per *PDE Gifted Guidelines, August 2010,* referral for GMDE should be made when:
A.   *Teacher or parent believes the student to be gifted;*

B. *Student is not receiving appropriate education under Chapter 4 (related to academic standards and assessment); and*
C. *One of the following apply*:
    1. GMDE is *Requested*:

Parent requests a Gifted Multidisciplinary Evaluation (GMDE) in Writing (22 Pa. Code §16.22(c))

o Parents may request a GMDE at any time, with a limit of one request per school term

o "If a request is made orally to any professional employee or administrator of the school district, that individual shall provide a copy of the permission to evaluate form to the parents within 10 calendar days of the oral request"

2. GMDE is *Indicated*:

    o District's Student Search and Student Screening Processes indicate that the student should be evaluated (22 Pa. Code §16.21(a))

    o Teacher referral initiates Student Screening Process, and Student Search data also indicate that the student should be evaluated (22 Pa. Code §16.22(b)2)

3. GMDE is *Ordered:*

A hearing officer or judicial decision orders a GMDE (22 Pa. Code §16.22(b)3)

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

Gifted eligibility is determined upon many factors including a pre-screening/screening three tier rubric. This rubric first collects data from the educational environment. Teacher or parent recommendation for testing may set this in motion. Based upon a numerical system, students of a certain score will advance to a second tier which looks more closely at the individual's need for specially designed gifted instruction. Attainment of a certain number of points at this level generates the permission to evaluate. Multiple criteria include, but is not limited to: standardized testing, records review, teacher/parent recommendation, intelligence, performance and achievement tests, as well as any other information that will allow for appropriate support of potentially mentally gifted students.

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

The District has offered preparation for and participation in local gifted competitions, as well as accelerated work, cybercourse opportunities, and other opportunities as they relate to the individual student's needs for a supported, enrichment program. As of December 1, 2017, there is 1 student identified as gifted (under Chapter 16) who attends the Duquesne Elementary School.

Developmental Services

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

Explanation of developmental services:

Additional programs include Olweus Bullying Prevention and Restorative Practices. The Student Assistance Program (SAP) provides a process whereby academic, behavior, mental health, attendance and community/family resources can be accessed and utilized under the umbrella of the Student Services Program.

Diagnostic, Intervention and Referral Services

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

	EEP	EEI	ML	HS
School Based Mental Health Services	X	X		

Explanation of diagnostic, intervention and referral services:

Under the umbrella of Student Services and Chapter 12, students are afforded the opportunity to participate in many on-site, small group sessions focusing around the areas of making friends, social skills, dealing with grief, and making good choices. Instructional coaches provide support to the teachers with the implementation of instructional programs; and data sharing to more effectively support student growth in learning. Progress monitoring serves to identify what interventions have been successful, which ones need to be revisitied, and which students we may want to consider for further evaluation.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education		X		
Case and Care Management	X	X		
Community Liaison	X	X		
Community Services Coordination (Internal or External)	X	X		
Coordinate Plans	X	X		
Coordination with Families (Learning or Behavioral)	X	X		
Home/Family Communication	X	X		
Managing Chronic Health Problems	X	X		
Managing IEP and 504 Plans	X	X		
Referral to Community Agencies	X	X		
Staff Development	X	X		
Strengthening Relationships Between School Personnel, Parents and Communities	X	X		
System Support	X	X		
Truancy Coordination	X	X		
Attendance/Truancy monitoring	X	X		

Explanation of consultation and coordination services:

Chapter 12 affords the District many avenues with which to secure supports for families. We work with McKinny-Vento, local food banks and housing agencies, countywide supports, mental health supports and coordination of services as needed by the families in the community. The District operates informational evening gatherings for the families. Staff development is ongoing and addresses the topics of academics, behavior, and attendance.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & Test-related Websites	X	X		
Individual Meetings	X	X		

Letters to Parents/Guardians	X	X		
Local Media Reports	X	X		
Website	X	X		
Meetings with Community, Families and Board of Directors	X	X		
Mass Phone Calls/Emails/Letters	X	X		
Newsletters	X	X		
Press Releases	X	X		
School Calendar	X	X		
Student Handbook	X	X		

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- Not Applicable

High School Level

- Not Applicable

Collaboration for Interventions

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

There are multiple levels of staff collaboration to support students' academic progress as well as social and behavioral needs including faculty meetings held twice monthly; monthly grade specific ELA and Math professional development sessions led by the instructional coaches; monthly data-focused grade level meetings; daily push-in support from four instruction coaches (2 ELA, 1 Math, 1 Science); and teachers provide academic as well as social-emotional support in the extended day and extended year programs. The student services team pushes into classrooms to support with social and emotional development and behavioral needs.

Community Coordination

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

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

The District supports early childhood intervention programs with our own PreK classrooms, as well as the local Head Start and DART. Head Start is operated by the Allegheny Intermediate Unit with several on-site classrooms, one classroom located in two community centers, and several other off-site classrooms. Students enrolled in DART are provided transportation to that site for services and/or after school care. Transportation is also provided to local day care centers for those students who attend off-site after school programs.
The elementary school staff collaborates with local early childhood providers to develop, plan and excute a kindergarten transition plan that outlines the coordination of early childhood learning opportunities with the school. This includes several transition events throughout the year. The district operates a four-year-old preschool program that is fully integrated into the elementary school culture.

Preschool Agency Coordination

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

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.

3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

As previously stated, the District works collaboratively with both Headstart and DART programs for early intervention (3-4 year old preschool programs). Transportation is provided when needed. Pre-school students receiving early intervention/special education services for hearing, speech, developmental delays, autism and other skill deficits as indicated on testing and screening protocols are invited to a team meeting prior to their transition to kindergarten. Student information is shared with the district by the AIU and DART programs as parents indicate their intent to register in the District. An Open House and Early Registration program, which includes parents, early intervention staff and District staff, is held on school grounds. Explanations are provided with regard to the processes and procedures necessary to register students in the District, as well as what is necessary for supporting any parental concerns or identified delays. Parents who are ready to register their child can do so at that time.

The elementary school has an approved kindergarten transition plan developed in partnership with the Allegheny Intermediate Unit and it's preschool and Head Start team members. The plan addresses communications, collaboration, and support navigating through the information highway. The District also operates two Pre-K classrooms, whose teachers and paraprofessionals work collaboratively. Students participate in all activities as their school-aged counterparts do.

Team meetings are held for students transitioning from early intervention home programs to District classrooms. Discussions are focused on the needs of such students and how to address their individual needs in a free and appropriate environment.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The District is using two new curricular programs to support the Pennsylvania Instructional Framework. These programs are Journeys (ELA) and GO Math. Both programs are aligned to the Pennsylvania core standards, provide tier support, incorporate frequent assessments, and include 'whole reading' instruction.

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

There are no rows checked "Needs Improvement" or "Non Existent".

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The District is using two new instructional programs to support the Pennsylvania Instructional Framework. These programs are Journeys (ELA) and GO Math. Both programs are aligned to the Pennsylvania core standards, provide tier support, incorporate frequent assessments, and include 'whole reading' instruction.

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

There are no rows checked "Needs Improvement" or "Non Existent".

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

Provide explanation for processes used to ensure Accomplishment.

Duquesne operates an elementary school. Students in grades seven and eight attend East Allegheny and West Mifflin schools.

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

Duquesne operates an elementary school. Students in grades seven and eight attend East Allegheny and West Mifflin schools.

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

Provide explanation for processes used to ensure Accomplishment.

Duquesne operates an elementary school. Students in grades nine through twelve attend East Allegheny and West Mifflin schools.

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

Duquesne operates an elementary school. Students in grades nine through twelve attend East Allegheny and West Mifflin schools.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Implemented in 50% or more of district

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

Further explanation for columns selected "

The District currently uses SAS for core subjects. Not all teachers are accessing the various components with fidelity.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Implemented in 50% or more of

	district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Not Applicable
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Not Applicable
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The District currently uses SAS for core subjects. Not all teachers are accessing the various components with fidelity.

Middle Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

The District does not currently operate a middle school.

High School Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable

Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

The District does not currently operate a high school.

Early Warning System

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

Not answered

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X		
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X		
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	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		
Empowers educators to work effectively with parents	X	X		

and community partners.				

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		
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		
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X		
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X		
Instructs the leader in managing resources for effective results.	X	X		

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

The building administrators are actively participating in NISL training for PIL hours.

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

All strategies are to be incorporated.

Professional Development

Duquesne City SD
Professional Development

Title:	Ready Math
Description	Ready Math is a math resource to support the curriculum. We are adopting this resource in phases. The first phase is for grade 3-6 for implementation. They will be provided one full day of Professional Development and then on-going professional development thoughout the year, about once a quarter, for follow up on the implementaiton. Teachers in grades K-2 will be part of phase 2 of the implementation but it will work the exact same way as phase 1.

Person Responsible	Director of Curriculum, Instruction and Assessment
Start Date:	8/19/2019
End Date:	6/15/2021
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Educational Technology
Hours Per Session	3
# of Sessions:	3
# of Participants Per Session:	10
Provider:	Curriculum Associates
Provider Type:	For Profit Company
PDE Approved:	No
Knowledge Gain:	Teachers will learn how to use a resource that support the PA Core standards as well as the Duquesne Elementary curriculum.
Research & Best Practices Base:	Ready Mathematics helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. The program's instructional framework supports educators as they strengthen their teaching practices and facilitates meaningful discourse that encourages all learners. Ready Mathematics: • Encourages students to develop a deeper understanding of mathematics concepts through the embedded Standards for Mathematical Practice. • Builds on students' prior knowledge with lessons that make connections within and across grade levels and directly address the major focus of the grade. • Incorporates a classroom mathematics routine that promotes conversations and increases accessibility of the mathematics for all students. • Prepares students for the challenges of the state assessment with tasks and activities that have a balance of conceptual understanding, procedural skills, fluency, and application.
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 or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	• Series of Workshops • School Whole Group Presentation • Professional Learning Communities
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • Other educational specialists
Grade Levels:	• Elementary - Primary (preK - grade 1)

	• Elementary - Intermediate (grades 2-5)
Follow-up Activities:	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • 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. • Student PSSA data • Standardized student assessment data other than the PSSA • Review of participant lesson plans

Duquesne City SD
Professional Development

Title:	Restorative Practices
Description	Restorative practices professional development will be built around the knowledge gained from the 2019-2020 school year when it was offered for two days. This professional development will have outside professionals come in and observe the teachers in their element and provide feedback and coaching on using restorative practices. They will teach the teachers how to be proactive instead of reactive to situations that arise as well as how to have a successful circle in addressing a student's thoughts, words or actions in a manner that is safe but built on trust. They will help teachers learn how to separate the behavior of the student and how to build or rebuild a relationship with a student who may have made a poor choice. The evidence that will be collected will come from the number of discipline referrals that are submitted weekly, montly and yearly.
Person Responsible	Principal
Start Date:	8/20/2020
End Date:	6/9/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source 2020 2023 15000.00 207 - School Improvement Grants
Program Area(s):	Professional Education, Student Services
Hours Per Session	1.0
# of Sessions:	4
# of Participants Per Session:	75
Provider:	University of Pittsburgh
Provider Type:	College or University
PDE Approved:	No
Knowledge Gain:	The most critical function of restorative practices is restoring and building relationships. A restorative conference is a structured meeting between offenders, victims and both parties' family and friends, in which they deal with the consequences of the crime or wrongdoing and decide how best to repair the harm. Neither a counseling nor a mediation process, conferencing is a victim-sensitive, straightforward problem-solving method that demonstrates how citizens can resolve their own problems when provided with a constructive forum to do so (O'Connell, Wachtel, & Wachtel, 1999). A circle is a versatile restorative practice that can be used

	proactively, to develop relationships and build community or reactively, to respond to wrongdoing, conflicts and problems. Circles give people an opportunity to speak and listen to one another in an atmosphere of safety, decorum and equality. The circle process allows people to tell their stories and offer their own perspectives (Pranis, 2005).
Research & Best Practices Base:	Restorative practices are not limited to formal processes, such as restorative conferences or family group conferences, but range from informal to formal. On a restorative practices continuum (Figure 3), the informal practices include affective statements that communicate people's feelings, as well as affective questions that cause people to reflect on how their behavior has affected others. Impromptu restorative conferences, groups and circles are somewhat more structured but do not require the elaborate preparation needed for formal conferences. Moving from left to right on the continuum, as restorative practices become more formal, they involve more people, require more planning and time, and are more structured and complete. Although a formal restorative process might have dramatic impact, informal practices have a cumulative impact because they are part of everyday life (McCold & Wachtel, 2001). The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. This statement identifies both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches. Organizations and services that only use the reactive without building the social capital beforehand are less successful than those that also employ the proactive (Davey, 2007).
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 or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff

	professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	• Series of Workshops • School Whole Group Presentation • Professional Learning Communities
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • New Staff • Other educational specialists • Related Service Personnel
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8)
Follow-up Activities:	• Peer-to-peer lesson discussion • Lesson modeling with mentoring
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards,

	classroom environment, instructional delivery and professionalism. • Discipline referrals

Duquesne City SD
Professional Development

Title:	Trauma Informed Care/Social and Emotional Learning
Description	This professional development will be around the trauma that our students face and how teachers and staff can support the student rather than punishing them. Students who have experienced trauma are identified through the Social Services Coordinator and the evidence that it has been implemented will vary depending upon the student, but the student will be referred through the internal process and depending on the student, which services will be made available to them.
Person Responsible	Social Services Coordinator
Start Date:	8/19/2020
End Date:	6/9/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services
Hours Per Session	1.0
# of Sessions:	3
# of Participants Per Session:	75
Provider:	Auberle or Laurel Life
Provider Type:	For Profit Company
PDE Approved:	Yes
Knowledge Gain:	Teachers will learn how to develop better relationships with students. They will learn what to say to a child who has experienced trauma and how to best support the child. They will also learn how the child's brain reacts when they face trauma and how it impedes their academics and other social aspects. They will be provided with the process for referring a student to social services if they feel a child has experienced trauma.
Research & Best Practices Base:	Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
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 or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	• Series of Workshops • School Whole Group Presentation • Professional Learning Communities
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • Classified Personnel • New Staff • Other educational specialists

Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8)
Follow-up Activities:	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods:	• Number of referrals to the Social Services Coordinator

Duquesne City SD
Professional Development

Title:	STEAM
Description	Teachers will be provided a number of different professional developments on how to incorportate STEAM into their classrooms as well as to develop lessons to use in the Maker Spaces. We will be able to use lesson plans as evidence that the professional development has been implemented.
Person Responsible	Director of Curriculum, Instruction and Assessment
Start Date:	8/19/2020
End Date:	6/9/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology
Hours Per Session	1
# of Sessions:	9
# of Participants Per Session:	25
Provider:	Allegheny Intermediate Unit or STEAM Coach
Provider Type:	IU
PDE Approved:	Yes
Knowledge Gain:	Teachers will gain more knowledge on how to incorporate STEAM activities into their everyday lessons. As new technology comes out every year, we want to make sure that our teachers have the opporutnity to implement those into their classrooms as materials become available through a purchase or the lending library with the AIU.
Research & Best Practices Base:	Some of the best practices around STEAM are: **Provide teachers professional development on how to use the technology, but also on how to incorporate STEM/STEAM activities into their courses.** **There is no one-size-fits-all with technology.** **Foster interest by allowing students to create STEM/STEAM**

	clubs. **To teach STEM/STEAM successfully, students and teachers alike must embrace culture change.** **Consult experts when designing STEM/STEAM courses and labs.**
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 or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	• Series of Workshops • School Whole Group Presentation • Professional Learning Communities • Offsite Conferences
Participant Roles:	• Classroom teachers

	• Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • Other educational specialists • Related Service Personnel
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8)
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 • Peer-to-peer lesson discussion • Lesson modeling with mentoring • 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. • Student PSSA data • Review of participant lesson plans

Duquesne City SD
Professional Development

Title:	Closing the Achievement Gap
Description	Teachers will be provided a variety of instructional best practices that will help them utlitlze the data that they have and how to use it to drive their instruction, which should lead to closing the achievement gaps. The evidence that will be used will be from PSSA and PVAAS scores.
Person Responsible	Director of Curriculum, Instruction and Assessment
Start Date:	8/19/2020
End Date:	6/9/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology
Hours Per Session	1
# of Sessions:	180
# of Participants Per Session:	25
Provider:	Director of Curriculum and Instructional Coaches
Provider Type:	School Entity
PDE Approved:	Yes
Knowledge Gain:	The Director of Curriculum and Instructional Coaches will be able to support the teachers by providing them with some strategies to help drive their instruction both individually and collectively. They will help the teachers read their data and then how to plan to meet the kids needs so that they are learning at a faster pace.
Research & Best Practices Base:	Some best practices for closing the achievement gap are: *Set benchmarks and track progress.* **Build in time for student self-reflection.** **Keep an open mind and avoid assumptions**. **Develop relationships with parents.** *Introduce texts and topics that are culturally relevant.* **Personalize learning.**

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 or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	• Series of Workshops • School Whole Group Presentation • Department Focused Presentation • Professional Learning Communities • Offsite Conferences
Participant Roles:	• Classroom teachers • School counselors • Other educational specialists • Related Service Personnel

Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8)
Follow-up Activities:	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans

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:
11/1/2013 Group A 3 hours initial training
12/1/2013 Group B 3 hours initial training

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:
10/30/2015 training is scheduled during in-service; independent or on-line

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

Checked answers

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

Unchecked answers

   None.

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

Teachers participate in PLC's four out of five days a week. During those PLC's different data points are discussed by grade level as well as different instructional strategies around the different curriculum resources that the teachers utilize. Teachers complete exit tickets after each PLC to evaluate what the teachers learned and/or what they will implement as a result of the discussion during the PLC. Learning walks occur daily as well as formal and informal

observations by the entire adminstration team. The data from the learning walks helps the Instructional Coaches identify what teachers they need to support for academic and/or resource implementation and the administration team for support both with the curriculum and/or classroom management. Teachers also participate in professional development activities throughout the school year. Based on their feedback from an open ended prompt, the administration tries very hard to make sure that they are providing professional development that the teachers feel will have the most impact on their professional practice.

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

As new strategies and information become available, additional professional development will be focused on incorporating trainings and supporting these techniques in the classroom.

Induction Program

Checked answers

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

- Inductees will assign challenging work to diverse student populations.

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

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

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

- Inductees will effectively navigate the Standards Aligned System website.

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

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

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

Unchecked answers

    None.

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

A revised Induction Plan was created for the 2015-16 school year that closely follows the Teacher Effectiveness Model. It highlights the above components. A mentor is assigned to each new professional staff member to assist with understanding and implementation of these competencies.

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

Any new or additional strategies will be addressed in a timely manner.

Needs of Inductees

Checked answers

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

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

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

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

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

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

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

Unchecked answers

> *None.*

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

Multiple surveys are conducted during the school year to determine teacher need. Walk-through data and observations assist in determining teacher supports. The mentor program reflects those components outlined in the Teacher Effectiveness system.

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

All startegies were selected to assess the needs of the inductees.

Mentor Characteristics

Checked answers

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

Unchecked answers

   None.

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

When mentor teachers are needed for the induction of new employees, the District places an internal post seeking candidates from within the bargaining unit. Mentors are selected and matched with new employees based upon career experiences and certifications. Mentors must be willing to support new staff and are eager to explore new strategies and educational techniques.

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

All characteristics are selected and incorporated in the mentor/mentee relationship.

Induction Program Timeline

Topics	Aug	Oct	Dec	Feb	Apr	Jun-Jul

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

If necessary, provide further explanation.

Many of the above topics are on-going, and may also be provided on an "as needed" or individual need basis.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

New staff meet with their mentor on a bi-weekly schedule to address the components and objectives within the induction program. The Principal and Assistant Principal meet with mentors and inductees to assure that the program is implemented with fidelity.
Each inductee completes a survey on the effectiveness of the induction program. Each mentor will also completes a survey to identify successes of the induction program.

Recording Process

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

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

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

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

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

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

Unchecked answers
None.

Special Education

Special Education Students
Total students identified: **102**

Identification Method

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

The Duquesne City School District continues to use a severe discrepancy model that examines whether a student exhibits a pattern of strengths and weaknesses, relative to their intellectual ability. It is defined by a 1.5 standard deviations below expectancy given their intellectual ability and achievement, and related to their age and/or grade level. Severe discrepancy between ability and achievement will also be examined at .65 using simple, not predicted, discrepancy analysis.

In order to determine if a student has a specific learning disability, the District acknowledges whether or not the student is achieving adequately for his or her age level and/or is not meeting state approved grade level standards through data collection in the following skill areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension skills, mathematics calculation skills, and mathematics problem solving. When determining if a student has a specific learning disability, the District looks at the student's response to scientific, research-based interventions through documentation of the student's participation in high quality instruction in the general education curriculum. The District also ensures that the student was provided research-based interventions, and that the academic, behavioral, and emotional progress was regularly monitored. The District looks for a pattern of strengths and needs relative to the student's intellectual ability.

The District's multi-disciplinary team ensures that the findings of a student with a specific learning disability are not due to visual, hearing, or physical disability; intellectual disability; emotional disturbance; social barriers; cultural factors; environmental or economic factors; or Limited English Proficiency. Also, the District's multi-disciplinary team ensures that the underachievement is not due to lack of appropriate instruction in a specific skill area, or attendance/truancy concerns. The instruction that is provided in the regular classroom setting is delivered by highly qualified teaching professionals, and student progress is routinely monitored and documented at regular intervals throughout the school year, which is shared with the student's parents. The District has components of Multi-Tier

System of Supports (MTSS) which encompasses Response to Instruction and Intervention (RTII); with the three tier system at the elementary level available to all students. Interventions as determined through the Referral for Assistance and Student Assistance Program may include, but are not limited to 1:1 or small group support from our math and reading coaches; an extended day program where homework as well as academic concerns can be addressed, character building, individual counseling, outside family supports and school based therapeutic supports. These supports are exhausted before the Multi-disciplinary team begins discussion with regard to special education testing and placement. The Duquesne Student Assistance Program Team (DSAP), a Tier I intervention available to everyone, identifies students who are at-risk academically, socially, emotionally, and/ or behaviorally and determines who may be in need of a multidisciplinary team evaluation. Once a referral is made on behalf of a student, a case manager is assigned to the student. This case manager collects the data,sets up parent meetings, regularly meets with the student and monitors his or her academic, social, emotional, and/or behavioral progress with regard to the interventions that are implemented for the student. If the interventions work for the student, they continue, and if not, the team meets to discuss alternatives. Screening may be recommended through Mon Yough Counseling Services (MYCS). Through this screening, it is determined what level of mental health services are needed, such as possible outpatient services or school based services through Auberle. The SAP Team provides ongoing social, emotional, and behavioral interventions with parent and student involvement.

 If a student continues to experience difficulties academically, behaviorally, emotionally, or socially, despite the student receiving interventions through the SAP Program, or support through other various educational intervention programs, then the student is referred to the special education multi-disciplinary team for evaluation. The parents also have the right at any time to request an evaluation and have their child evaluated by the school psychologist. The District posts the "Child Find Notice" publicly on the District's website/homepage.

The Duquesne City School District makes every effort to expose all students to the general education curriculum and grade level content. The District continuously looks to implement supplementary aids and services in the regular classroom setting and in the least restrictive environment, prior to considering other educational environments to deliver the students' specially designed instruction. A special education program, or rather the specially designed instruction, for a student is strictly based on the student's individual level of need and is not based on how, where or cost of the service delivery.

Enrollment

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

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

The Enrollment Difference Status is not significantly disproportionate in accordance to race and ethnicity.

The Enrollment Difference Status does differ in multiple disability categories which can be accounted for, across the board with several overarching rationale. These rationale include, but are not limited to: 1) a much smaller enrollment number than the state sample. With 370 students in PreK-6, Duquesne is the smallest of all of the districts in the Commonwealth, so even one student identified in a particular category can move our percentages upwards or downwards. 2) A transient population: many of our students are "boomerang" students. They may leave our district as general education students, and then a year or less later they return from other districts/charter schools having been identified as a student with special needs. By adopting the students' paperwork, we adopt the services that had been previously assigned to them. 3) Our 'out of state'/and transfer students rarely arrive in Duquesne with current data, and with multiple concerns. Several times we have received students whose Evaluations were either not completed, or newly completed with timelines ticking down. We work with students based upon data presented to us while collecting our own for future examination. 4) Duquesne's low cost housing and community supports attract large families, often who have significant multiple disabilities within that family. We have had families move in where three of six children were exceptional under the disability category of Intellectual Disability. This, for example, may present itself in Child Count as a 300% increase, and reported to the state as "disproportionate". 5) High number of parent requests for testing in the early grades (K-3). We are utilizing a better process to support students in the earlier grades academically, behaviorally, socially and emotionally before evaluating for specially designed instruction. 5) High number of students transitioning to School Age programs from Head Start /Early Intervention programs who continue to qualify for services. We meet with these parents as their children approach the age of beginners, and start interventions as they start kindergarten.

Special education data discussions are held at least quarterly to analyze where special education evaluation referrals are coming from, and the findings of those referrals. Grade levels that need support have been identified, and receive focused interventions and strategies plus appropriate referral and pre-referral intervention support. This is on-going and has strengthened our teaching staff as well as helped to improve school based teams making appropriate referrals accompanied by research based data.

The LEA is currently supporting a **33.4%**
student enrollment in Special Education, compared to the state 16.9%
(based upon SEDR SY 2017-18 Data)

Autism   12.7%   State 11%
Emotional Disturbance   13.7%   State 8.6%
Other Health Impair   26.5%   State 15.7%
Intellectual Disability   <10%   State 6.4%
Specific Learning Dis   30.4%   State 40.9%
Speech or Language   10.8%   State 14.5%

The LEA is supporting a **28.9%**
 student enrollment in Special Education, compared to the state 16.5%
(based upon SEDR SY 2016-17 Data)
Autism   <10%   State 11%
Emotional Disturbance   19.3%   State 8.5%
Other Health Impair   25.0%   State 14.9%
Intellectual Disability   <10%   State 6.5%
Specific Learning Dis   31.8%   State 41.8%
Speech or Language   10.8%   State 14.5%

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?

The Duquesne City School District currently has no students in the 1306 catchment. If a facility were to open, then the District would meet its responsibility per Child Find and FAPE. Our District complies with the regulations of Child Find and provides the necessary access based on the student's individualized needs regardless of where a student receives their education.
Students who transfer from other districts, and who have an IEP, are enrolled promptly, and within the state guidelines. The MDT team meets to determine whether or not the existing IEP can be supported in our school(s) or if a revision is necessary to best meet the student's needs. Appropriate placement options and revisions are discussed with the parent as part of the IEP team. Duquesne City School District accommodates parents to assist in their participation of the IEP team discussions and meetings. Additional support options in the

areas of community needs and mental health can also be discussed during these meetings. Barriers which exist include the lack of information provided to the school district, including difficulty in attaining educational records due to multiple placements within a single calendar year. Updated data from prior districts as well as immunization records are often missing or delayed. We do have the assistance of Allegheny County Behavioral Health advisor who has been excellent in securing case managers and school histories for us. We do not currently operate any facilities in our district.

Need for a Surrogate Parent:
Due to federal law establishing the right to a free and appropriate public education for all children with disabilities, the LEA needs to ensure this right is realized with these procedures to support children with disabilities who are wards of the state, or whose parents are unknown, unavailable, or have had their parental rights legally terminated, have appropriate representation when educational programming decisions are made. Due to these situations, the child/student has the right to be provided with a trained and assigned surrogate parent from the Allegheny Intermediate Unit (AIU). The Superintendent, or her designee, will be notified of the need to have a surrogate parent for a child/student and will submit the required application "Surrogate Parent" forms to the AIU as soon as possible. The AIU will review the application and will assign the child/student a surrogate parent to attend all educational meetings including IEP Meetings.The surrogate parent takes on certain quasi-legal responsibilities in order to serve the best interests of the child/student with a disability. The primary function of a surrogate parent is to represent the child/student during circumstances in which decisions are made concerning the child/student's educational program or placement.

Incarcerated Students Oversight

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

There are no facilities operating within the Duquesne City School District at this time. If a facility were to open, the District would meet its responsibility per FAPE and Child Find. Should a student be incarcerated within the District, the following procedure is in place: When the Superintendent's office is notified that a student has been incarcerated, the office forwards the PDE-4605, Determination of District Residence for Students in Facilities or Institutions in Accordance with Section 1306 of the school code, to the LEA/Designee for verification of the student's residence or the residence of the student's parent(s)/guardian(s). After the LEA/Designee verifies the residence, the 4605 is returned to the Superintendent's office. The residence is then approved or denied. The Superintendent's office sends the form to the district that made the request and will be willing to provide a free, appropriate public education to the student.
The LEA/Designee contacts the facility or Institution in order to monitor or verify that the

student is offered a free appropriate education. The LEA/Designee provides the facility or Institution the name of the School District LEA and the office telephone number, along with pertinent special education documents to ensure the continuity of educational services. The LEA/Designee also contacts the student's parent/guardian to offer support.

The District tracks students who have been placed in a facility or Institution and collaborates with the facility or Institution in order to provide continuity of instruction as students transition between differing educational environments. Every effort is made, when notified of a student's return, to assist with the supportive services for a successful transition of the student back into the public education setting.

With the state decision to transfer our secondary students to their choice of East Allegheny or West Mifflin Area School Districts, our incarcerated students oversight responsibilities are transferred more each year to those districts (as our students age-out, graduate, or become secondary level students).

Least Restrictive Environment

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

The Duquesne City School District, through screening and evaluation procedures ensures that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children. Further, removal from the regular education environment only occurs when education in that setting with supplementary aids and services cannot be achieved satisfactorily. Supplementary aids and services may include physical, collaborative, instructional, social-behavioral, and/or outside agency supports depending upon the needs of the individual. PA Department of Education has a Fact Sheet which outlines specific examples within the framework for considering supplementary aids and services. All Special Educators in the Duquesne City School District have received training, and have this information at hand.

Every student in the District is provided a free and appropriate public education that

promotes independence and success as a contributing member of society. Our students are instructed in an educational program that has its roots within the general education curriculum with modifications and accommodations for the individual special needs of that student. The IEP Teams look to service students in the least restrictive educational environment with the necessary supplementary aids and services. As previously stated, our District utilizes the severe discrepancy model (grades K-6) in identifying students with specific learning disabilities. However, we also utilize research-based best practices to support students prior to a multi-disciplinary evaluation.The District screens students based upon both teacher and parent referrals. The District makes use of quarterly testing and data driven decisions regarding delivery and instruction replete with regrouping to highlight changing needs. Components of the current reading series include intervention, reteaching, small group, and multiple modality evaluations where students who are not as successful may receive additional targeted supports.

Prior to referral for special education services, parents are also encouraged to give permission for students to participate in the Duquesne Student Assistance Program (DSAP). Community, behavioral, social, mental health and academic supports are explored. Students have the option of participating in focus groups, counseling, positive behavior support incentives, ability based reading groups, differentiated instruction, and exposure to various other strategies to meet their unique and individual needs.

When a parent makes a written request, the special education department gathers testing and classroom data, as well as any supportive data the student may have received prior to the parent making a request. Upon receipt of the Consent to Evaluate, which is sent out with the Prior Written Notice/Procedural Safeguards, testing is begun, and a formal evaluation based upon the student's areas of concern is conducted. The evalutation report must be disseminated to the parents within 60 days. The results are shared with the parent, the special education department will issue a Notice of Recommended Placement (NOREP), assign a staff member and schedule an IEP meeting within in order to develop and IEP within 30 days of the report.

The District's Data Collection system allows access to each student's strengths and needs. Databases include, but are not limited to, standardized test results, state assessments results, classroom assessment results, attendance, discipline data, student demographical information as well as Pennsylvania Value Added Assessment System (PVAAS). Data entered is reviewed, analyzed, and modified as necessary. The District utilizes data driven instruction in the classroom enabling teachers to base the education decisions on solid data rather than on assumption. They can make adjustments early to avoid continual student failure. By consistently analyzing what we do, adjusting to get better, we will improve educationally and our students will improve academically.

Student data is collected for students in grades K-6. These profiles are warehoused in computer databases and contain at least the following information:

Report Card Grades

iLit

Curriculum Based Measurements

SuccessMaker

PSSA/PASA
PVAAS
G-MADE/G-RADE
Past Assessment scores/tools previously used

The Duquesne City School District participates with PDE, the Allegheny Intermediate Unit, PaTTAN, Allegheny County Behavioral Health, Adelphoi Counseling services, the Student Assistance Program, Crisis Prevention Institute/Non-violent Crisis Intervention, School Wide Positive Behavior Support as well as many other service providers who offer professional development for staff on a regular basis. Students in need of a more restrictive educational setting are monitored by the Student Assistance Team or Special Education team, or both, to ensure FAPE is offered. Regular meetings, in additional to the annual IEP meetings, are held to discuss changes to students' programs which will best meet their needs, and support a transition back into public education from both on and off-site programs.

The Duquesne City School District has fluctuated in its progress over the last few years in the SPP5 data area of Educational Environments, even though we are still behind the state percentages, based upon December 1 Child Counts for these years. We currently have 16 students in "out of district"/other settings; 11 of those are high need for highly structured supports and will age out with the District. Outside Placements are determined based upon data collection and progress with regard to the implementation of structure and interventions utilized in the District classroom.The student's needs must outweigh the interventions and supports we can offer within a District classroom. Parents are contacted when these discussions begin, followed by any additional outside supports the District can employ. If a re-evaluation is needed, permissions are signed during these meetings. An updated re-evaluation, IEP, PBSP and FBA - when necessary - are provided to the possible new school. The District attempts to accompany the parent on the tour and subsequent intake process. Transportation is set up upon notification of acceptance, and a NOREP is generated changing the student's placement. Students are monitored while enrolled in out of district placements through IEP, transition and conferences as determined by the family/school/district. At each annual IEP meeting, the District asks if data collected supports a student is ready to return to the District.

	Gen Ed 80%+		Gen Ed <40%		SE in other settings	
2016	22.7%	62.4%	17%	9.0%	<10%	4.9%
2017	25.0%	62.0%	<10%	9.3%	14%	4.9%

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

Upon the successful completion of our cyclical monitoring in January 2017, the Duquesne City School District made many positive changes to our school wide behavioral support services. The first of these included the adoption of the Schoolwide Positive Behavior Support which is utilized to satisfy the requirements of Chapter 14. Training was held for all stakeholders in the application and use of positive behavioral supports. These trainings are ongoing and conducted by the Allegheny Intermediate Unit, PDE, Crisis Prevention Institute and PaTTAN.

The District conducts annual training and recertification, as well as training and certification for new hires, in the techniques associated with crisis prevention and de-escalation principles to all staff. These trainings are through qualified trainers of the Crisis Prevention Institute (CPI) in Non-violent Crisis Intervention (NCI). In addition, Confidentiality, FERPA, Child Find and Behavior Support policies are discussed with staff at the beginning of each year, or pending a new hire. A specialized 'Crisis Team Training' is held annually to support the first-responder teams. Our first responders work especially closely to the Tier 3 students. Additional support services (ACBHS, AUBERLE, RESOLVE, CACTIS, MH/MR, CYF, etc.) work with this team to secure supports beyond the school day.

The Duquesne Student Assistance Program (DSAP) promotes educationally sound, scheduled supports throughout the day that include intervention strategies and curriculum supports, materials, and programs that area available and utilized in the District which include PATHS, Olweus, Second Step, trauma focused and grief care. The Student Assistance Team supports parent involvement, classroom management, SAP conferences, assistance to students transitioning back into the public school setting as well as the support of new families to our District. On site services as well as activities in conjunction with Auberle, Center of Urban Education (CUE) and the Mentoring Partnership of Pittsburgh have been met with great enthusiasm.

Duquesne's philosophy is one of supportive, not aversive, techniques in the instruction of the desired behavioral outcomes. Baseline discipline data has been established the first quarter, and will be collected each subsequent quarter to determine successes and areas of need. These areas of need will be addressed with appropriate interventions, and our successes will be celebrated. As an extremely small district, our issues tend to be magnified, but so are our supports.

Students who continue to behave in ways that may present as a danger to self or others and who are truly a safety risk, will be attended to by the crisis team. The crisis team has the ability to assess suicide risk, and other safety risks, and act accordingly with the appropriate authorities. Parent notification, and accurate documentation assist in the creation of functional behavioral assessments which allow us to pinpoint root cause, and develop behavior plans which are individualized and flexible.

Positive Behavior Supports will continue to focus on research based interventions, positive practices and techniques, positive reinforcement - intrinsic and extrinsic, instruction in

alternative or replacement behaviors, use of least intrusive interventions, counseling as deemed necessary, manifestation determination and subsequent positive behavior support plans which may encompass many of the afore mentioned supports. Additional training will continue to be provided to staff regarding functional behavior assessments, and the creation of well written and meaningful crisis plans.

Restraints are used as a last resort, when a student presents as a danger to the safety of self or others. Restraints are executed by the crisis team or security as a last resort. Reports are filed in a timely fashion (24 hours) and recorded per the state system of restraint reporting (RISC). An IEP meeting is held within 10 days of the restraint, and modifications may be made to the student's IEP/PBSP or in serious situations, service setting.The parent may waive the IEP meeting. Documentation must be maintained. These are all in accordance with the Positive Behavior Support Policy approved by the District.

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 Duquesne City School District works with the Allegheny Intermediate Unit's Interagency coordinator to provide supports for students who are difficult to place. IEP team members and other support services meet to review and discuss whether or not the student's needs are being met, and if revisions needs to made to the specially designed instruction and goals. Adequate time is given to provide progress monitoring on these goals, and to determine whether or not a change in placement is justified. This process may be revised several times, and data collected over a period of weeks prior to any decisions regarding a change of placement.

If the team determines that the student's needs can no longer be met in the existing setting after exhausting interventions and services on site, alternative education setting contacts will be made. In the event that the alternative out of district placement cannot be secured in a timely manner, the District will report this information to the APSEM site and thus PDE, updating monthly, until an appropriate placement has been secured. Pendency is requested of the existing placement so as not to deny a student FAPE, existing supports and services. Additionally, the District will report students with special needs who are on Homebound Instruction or receiving Instruction in the Home to the Department of Education within the same system.

The District continues to monitor and support families as provided by Interagency Team meetings, and resolve ways in which to provide FAPE to students whose needs are more

restrictive by definition along the education continuum of services. At Duquesne, the LEA and/or Special Education core team members participate in interagency meetings held by various providers, including psychiatric hospitals, partial hospitalization programs, CYF, Kid's Voice, Auberle, WPIC, Family Links, Family Behavior Resources, MH/MR and the Office of Behavioral Health. Attendance and discipline data are closely monitored during discussion time frames. Parent communication is critical as is support for the family navigating through a complex mental health system.

The District takes advantage of trainings offered by PDE, PaTTAN and the Allegheny Intermediate Unit utilizing webcasts to address several audiences at one time. The District is building capacity via seminars, webinars and trainings as well as networking within the systems of supports. Social service agencies are also valuable resources necessary to securing appropriate services for students and families in need. Assistance is often provided with the completion of paperwork, locating medical personnel, and support for other types of assistance.

Assurances

Safe and Supportive Schools Assurances

No policies or procedures have been identified.

Special Education Assurances

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

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

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

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

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

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Holy Family Learning	Approved Private Schools	Emotional Support	1
Pressley Ridge	Approved Private Schools	Emotional Support	1
Wesley Academy	Approved Private Schools	Emotional Support	1
Mon Valley School	Special Education Centers	Autism, Intellectual Disability, Emotional Support, Career and Technical Center	11
PACE School	Other	Therapeutic and Behavior Support	2

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	60	1
Justification: Age ranges will be addressed in the IEP whenever or if a group exceeds the age range allowed by the special education regulations. Speech groups ordinarily meet within their age ranges.				
Locations:				
Duquesne Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 23, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 8	4	0.57
Locations:				
Duquesne Elementary School, Duquesne, PA	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Full-Time Special Education Class	Emotional Support	5 to 7	3	0.43
Locations:				
Duquesne Elementary School, Duquesne,PA	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: August 25, 2014
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 11	5	0.5
Justification: Program position #3 and #11 are the same teacher and the sum equals 1 FTE.				
Locations:				
Duquesne Elementary School, Duquesne, PA	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: August 24, 2015
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 8	4	0.42
Locations:				
Duquesne Elementary School, Duquesne, PA	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: August 24, 2015
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	11	0.58
Locations:				
Duquesne Elementary School, Duquesne, PA	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class

Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	4	0.22
Locations:				
Duquesne Elementary School, Duquesne, PA	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	14	0.78
Locations:				
Duquesne Elementary School. Duquesne, PA	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	5	0.36
Locations:				
Duquesne Elementary School, Duquesne, PA	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	9	0.64
Locations:				
Duquesne Elementary School. Duquesne, PA	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	6	0.33
Justification: 6th grader may reach 13th birthday during their IEP year				
Locations:				
Duquesne Elementary School, Duquesne, PA	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	12	0.67
Justification: 6th grader may reach 13th birthday during their IEP year				
Locations:				
Duquesne Elementary School, Duquesne, PA	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

        Operator: School District

        PROPOSED PROGRAM INFORMATION

            Type: Class

            Implementation Date: August 25, 2014

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 12	5	0.5
Locations:				
Duquesne Elementary School, Duquesne, PA	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 11	4	0.5
Locations:				
Duquesne Elementary School, Duquesne, PA 15110	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

        Operator: School District

        PROPOSED PROGRAM INFORMATION

            Type: Class

            Implementation Date: August 24, 2016

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 11	5	0.5
Justification: Program Position #3 and #11 are the same teacher and the sum equals 1 FTE.				
Locations:				
Duquesne Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Nurse	Duquesne Elementary School, 300 Kennedy Avenue, Duquesne, PA 15110	1
Psychologist	Duquesne Elementary School, 300 Kennedy Avenue,	1

	Duquesne, PA 15110	
Counselor	Duquesne Elementary School, 300 Kennedy Avenue, Duquesne, PA 15110	1
Personal Care Assistants	Duquesne Elementary School, 300 Kennedy Avenue, Duquesne, PA 15110	5
Paraprofesionals	Duquesne Elementary School, 300 Kennedy Avenue, Duquesne, PA 15110	17
Student Assistance Team Leader	Duquesne Elementary School, 300 Kennedy Avenue, Duquesne, PA 15110	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	2 Days
Physical Therapy	Intermediate Unit	0.5 Days
Adapted PE	Intermediate Unit	30 Minutes
Special Education Consultant	Outside Contractor	4 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:
There continues to be discrepancies between reading and math achievement and performance. There is an increasing need for MH/MR services across the student population as a reflection of the community's challenging demographics. Early Intervention, Head Start, DART programs have been shown to improve student achievement at the primary level. The district has exceptional family and community participation in school -entered events. However, there continues to be a need to train parents on how to support the academic and behaviorial needs of their children. The PVAAS data has shown continuos steady growth over the past three years in all grades and areas except 5th grade ELA and 4th grade Science. The school's growth as reported by PVAAS shows that student growth was among the highest in the state for 2013-14 among school districts with demographics similar to Duquesne. We recognize that instructional staff members continue to struggle with the effective, confident and proficient use of student data.

District Accomplishments

Accomplishment #1:
The District continues to seek funds that support the vigorous academic goals documented in the Duquesne City School District Recovery Plan. These additional funds are generated by the following grants: Title IA to support students at risk of failing; Title I School Improvement Grant to support school improvement goals; Title I School Intervention Grant to support the development of instructional leadership; Title IIA to support the development of effective instructional strategies through professional development, and STEAM that supports student achievement in science, technology, arts, and math.

Accomplishment #2:
The District established extended day and extended year programming that provides academic enrichment, tutoring, and health and social development activities.

Accomplishment #3:

The District established a full day four-year-old program in 2014-15 with15 students and expanded the program in 2015-16 to two classrooms with a total of 24 students.

Accomplishment #4:

The District is in stable financial condition as it implements the Duquesne City School District Recovery Plan. As a result of the D istrict's balanced budget the following were made possible: student technology access is close to reaching a 1 to 1 ratio; 100% of instructional staff have technology embedded in their classrooms; new curriculum resources for English Language Arts (Journeys) and math (GoMath) were purchased; and the district's average class size is 17.

Accomplishment #5:

The District continues to operate compliant programs as evidenced by Pennsylvania Department of Education monitoring site visits and reports for the following: Federal Priority School Monitoring, Federal Programs (Title IA, Title IIA, and Fiscal Operations) Compliance Monitoring; Federal School Improvement Grant (three monitorings per year for the life of the grant); and Special Education Compliance Reporting/Monitoring.

Accomplishment #6:

The District continues to support leadership development by targeting resources for continued professional development among the administrative team.

Accomplishment #7:

The District committed resources to fully fund the extended day and extended year programs when the partnership with Boys and Girls Club ended.

Accomplishment #8:

The District committed resources to the development and enhancement of communication channels within its community in the following ways: a new (summer 2015) website; social media (Twitter, Facebook); One Call (direct communication regarding school information); school calendar; Parent-Student Handbook; brochures; and various marketing materials to encourage the transfer of students from charter schools back to the Duquesne Elementary School.

Accomplishment #9:

The District supports the Curriculum Steering Committee (membership comprised of district and school level representatives and educational consultants) that works to align curriculum with the Pennsylvania Instructional Frameworks and the Pennsylvania Core Standards.

Accomplishment #10:

The amount of interest bearing debt has been reduced from $14.1M in 2012 to $6.6M in 2015, thus freeing debt service funds for educational purposes.

District Concerns

Concern #1:

It is a concern that PSSA scores continue to remain low in math, ELA, and science, although the SPP (2013-14) composite level academic score increased 5% over the previous year and 2015 PVAAS numbers indicate academic growth at: Math/100, ELA/79, and Science/58.

Concern #2:

It is a concern that all programs, services, people, and resources must continue to be aligned with student academic achievement.

Concern #3:

It is a concern that the District continues to lose students to charter schools. The number of Duquesne City School District attending charter schools increased from 129 in 2012 to 186 in 2015.

Concern #4:

It is a concern that teachers, parents, families, administrators, and the community must understand the need to focus on academic rigor and maintain high expectations for student academic achievement.

Concern #5:

It is a concern that the District must ensure consistent and continued collaboration and communication among all stakeholders to support student academic achievement goals.

Concern #6:

It is a concern that there will be appropriate and sufficient resources to support the increasing additional educational, emotional and mental health needs of students.

Concern #7:

It is a concern that existing technology infrastructure is adequate to support future instructional initiatives that may include utilizing more online instructional resources and learning devices.

Concern #8:

It is a concern that systems are in place to ensure resources (people, facilities, and funding) are aligned with District and school goals.

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:

It is a concern that PSSA scores continue to remain low in math, ELA, and science, although the SPP (2013-14) composite level academic score increased 5% over the previous year and 2015 PVAAS numbers indicate academic growth at: Math/100, ELA/79, and Science/58.

It is a concern that all programs, services, people, and resources must continue to be aligned with student academic achievement.

It is a concern that the District continues to lose students to charter schools. The number of Duquesne City School District attending charter schools increased from 129 in 2012 to 186 in 2015.

It is a concern that existing technology infrastructure is adequate to support future instructional initiatives that may include utilizing more online instructional resources and learning devices.

It is a concern that systems are in place to ensure resources (people, facilities, and funding) are aligned with District and school goals.

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

Aligned Concerns:

It is a concern that PSSA scores continue to remain low in math, ELA, and science, although the SPP (2013-14) composite level academic score increased 5% over the previous year and 2015 PVAAS numbers indicate academic growth at: Math/100, ELA/79, and Science/58.

It is a concern that all programs, services, people, and resources must continue to be aligned with student academic achievement.

It is a concern that the District continues to lose students to charter schools. The number of Duquesne City School District attending charter schools increased from 129 in 2012 to 186 in 2015.

It is a concern that teachers, parents, families, administrators, and the community must understand the need to focus on academic rigor and maintain high expectations for student academic achievement.

It is a concern that the District must ensure consistent and continued collaboration and communication among all stakeholders to support student academic achievement goals.

It is a concern that there will be appropriate and sufficient resources to support the increasing additional educational, emotional and mental health needs of students.

It is a concern that systems are in place to ensure resources (people, facilities, and funding) are aligned with District and school goals.

Systemic Challenge #3 *(Guiding Question #11)* Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

> **Aligned Concerns:**
>
> It is a concern that PSSA scores continue to remain low in math, ELA, and science, although the SPP (2013-14) composite level academic score increased 5% over the previous year and 2015 PVAAS numbers indicate academic growth at: Math/100, ELA/79, and Science/58.
>
> It is a concern that all programs, services, people, and resources must continue to be aligned with student academic achievement.
>
> It is a concern that systems are in place to ensure resources (people, facilities, and funding) are aligned with District and school goals.

Systemic Challenge #4 *(Guiding Question #12)* Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

Aligned Concerns:

It is a concern that PSSA scores continue to remain low in math, ELA, and science, although the SPP (2013-14) composite level academic score increased 5% over the previous year and 2015 PVAAS numbers indicate academic growth at: Math/100, ELA/79, and Science/58.

It is a concern that all programs, services, people, and resources must continue to be aligned with student academic achievement.

It is a concern that systems are in place to ensure resources (people, facilities, and funding) are aligned with District and school goals.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: Formal and informal observations, classroom walk-throughs, lesson plan review, educator improvement plans, Educator Effectiveness reports.

Specific Targets: 100 % of instructional staff will demonstrate utilization of the SAS Interventions and Classroom Diagnostic Tools sections of the PA Standards Aligned System (SAS).

100% of Flex Time lesson plans will include diagnostic information obtained from SAS.

100% of Flex Time interventions will demonstrate a connection to individual student data.

Strategies:

Explicit Instruction

Description:

Explicit Instruction is a multi-step model that focuses on developing students' complex problem solving skills. With guided instruction, students are cognitively engaged to build and extend their skills through practice, repetition and hands-on activities.

Explicit instruction includes the following sequence of events to mastery: telling (a clear explanation of expectations); showing (a modeling of the process); scaffolding (temporary supports as needed); and practice (guided, independent, distributed and cumulative). The instruction

process moves systematically from extensive teacher support with little student responsibility to full student responsibility and the teacher as facilitator.

The Explicit Instruction Components include:

A. Communicating Learning Goals/Lesson Objectives

B. Retrieve and Utilize Prior Knowledge

C. Modeling

D. Scaffolding: Vocabulary, Chunking, Frequent Formative Assessment, Non-linguistic Representations, Summarizing, Note-taking, small group instruction, etc.

E. Questioning and Frequent Student Responses

F. Practice

G. Closure

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

Daily 5 Reading Framework and the Daily 3 Math Framework

Description:

The Daily Five is a literacy structure that allows for differentiation and consistency in the classroom within the ELA block. It consists of a series of literacy tasks which students complete daily while the teacher meets with small groups or confers with individuals. Created by teaching sisters, Gail Bouschey & Joan Moser ("The Sisters"), The Daily 5 developed a new way of thinking in organizing classroom literacy instruction. Using their processes for teaching students, the classroom is designed for student success, ownership of their learning, and fosters a love of reading. The Daily Five is a classroom structure that will help students develop the daily habits of reading, writing and working with peers that will lead to a lifetime of independent literacy.   It is designed to fully engage students in reading and writing. The Daily Five promotes high student engagement, meaningful reading and writing activities with the majority of time spent reading. The five literacy tasks associated with the Daily Five are: Read to Self, Read to Someone, Work on Writing, Listen to Reading, and Word Work. The Daily Five provides students with substantial time to read and write. It allows for integration of reading and writing skills and

incorporates a variety of clearly defined instructional routines that can accelerate the learning process. The implementation of these tasks in the classroom aim to foster student independence and promote reading stamina. Increasing reading stamina can ensure longer periods of time students spend successfully reading and writing. Implementing the Daily 5 also supports students in understanding and monitoring their literacy goals.

Based on literacy learning and motivation research, The Daily 5 has been practiced and refined in the developers' classrooms for ten years and shared with thousands of teachers throughout the United States. Horsch, Chen, & Nelson (1999) explain the creation of a responsive classroom, which leads to greater student responsibility and self—control both of which are essential for independent learning to take place. The Daily 5 is grounded in theory by researchers such as Lienhardt, Sigmond, and Cooley (1981) who found that the way teachers structure the learning environment and the way students spend their time influences the level of reading proficiency the students have attained at the end of the academic year. Margaret Mooney, a literacy instructional expert from New Zealand, emphasized that students should be reading and revisiting books as the teacher works with students, a component of The Daily 5.

The Daily Five can be successfully implemented with any reading program and will fit in with the work the teachers began this year in ELA. The Daily Five allows for teachers to set up their literacy block to include the critical reading components necessary to build reading success and will build upon the small group time started this year. This program will streamline RtII time more effectively and consistently across the grade levels.

The Daily 3 Math Framework is the structure that allows for differentiation and consistency in the mathematics classroom. It is the partner program to the Daily 5. It follows along with the research that supports the Daily 5 Framework.

SAS Alignment: Standards, Curriculum Framework, Instruction

Implementation Steps:

Instructional staff will demonstrate proficiency with the PA Standards Aligned System

Description:

Professional development training modules will be developed to train staff in the SAS system with priority attention given to the tools and resources associated with differentiating instruction. Instructional staff will demonstrate proficiency in their design and implementation of FLEX time lessons.

Start Date: 2/1/2016   **End Date:** 4/4/2016

Program Area(s): Professional Education

Supported Strategies:

- Explicit Instruction
- Daily 5 Reading Framework and the Daily 3 Math Framework

Goal #2: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: The district's curriculum writer tool.

Specific Targets: Curriculum writing committees established; an implementation plan with timeline completed, and additional staff time scheduled.

Strategies:

Curriculum Mapping

Description: A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: Getting Results with Curriculum Mapping)

SAS Alignment: Curriculum Framework

Implementation Steps:

The Implementation Plan and Timeline

Description:

The Curriculum Steering Committe will develop the implementation plan and timeline.

Start Date: 1/11/2016   **End Date:** 3/30/2016

Program Area(s):

Supported Strategies:

- Curriculum Mapping

The curricula for all courses and content areas clearly delineate what students are supposed to know and be able to do (i.e., there are written competencies for all courses at all grade levels.)

Description:

Complete curriculum mapping to the standards to ensure that all courses and content areas clearly delineate what students are supposed to know and be able to do. Ensure that there are written competencies for all courses and that instructional practices, assessments, and interventions are aligned to Pennsylvania Core Standards. The Curriculum Steering Committee will develop an implementation plan and timeline to ensure that this goal is met.

Start Date: 2/29/2016   **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Curriculum Mapping

Goal #3: Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Indicators of Effectiveness:

Type: Annual

Data Source: An administrator's induction plan document

Specific Targets: Work committee established; work meetings scheduled; draft plans created; final document approved.

Strategies:

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Instruction

Plan, Design, Implement an Administrative Induction Plan

Description:

The District will establish an Induction Committee to research, plan, design, and create an Administrative Induction Plan.

SAS Alignment: None selected

Implementation Steps:

Appoint professional development committee members

Description:

The District will appoint committee members to develop the plan for district review and approval.

Start Date: 1/11/2016   **End Date:** 1/11/2016

Program Area(s):

Supported Strategies:

- Substantial Professional Development
- Plan, Design, Implement an Administrative Induction Plan

Invest in growth and leadership opportunities for all employees.

Description:

Create a comprehensive professional development plan that includes leadership training.

Develop a and maintain a system that supports job-specific individual professional development plans.

Start Date: 3/14/2016   **End Date:** 8/1/2016

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development
- Plan, Design, Implement an Administrative Induction Plan

Goal #4: Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

Indicators of Effectiveness:

Type: Annual

Data Source: Hiring approvals and start dates, job specific professional development plans, percentage of staff rated highly effective on performance evaluations

Specific Targets: Open positions for which there are qualified applications will be filled within 30 days.

Strategies:

Establish a district system that fully ensures the district and its school are fully staffed at all times.

Description:

Create hiring procedures that ensure staffing needs are identified, prioritized, and addressed in a timely manner.

SAS Alignment: Materials & Resources

Implementation Steps:

Create hiring standards and expectations for all job categories.

Description:

The District will appoint a committee to research, plan, and design hiring standards and expectations for all job categories.

Start Date: 3/31/2016   **End Date:** 5/31/2016

Program Area(s):

Supported Strategies:

- Establish a district system that fully ensures the district and its school are fully staffed at all times.

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection for a minimum of 28 days.

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

Affirmed by Paul Rach on 5/3/2019

Board President

Affirmed by Sue Moyer on 5/3/2019

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

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

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

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

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

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

Affirmed by Paul Rach on 5/3/2019

Board President

Affirmed by Sue Moyer on 5/3/2019

Superintendent/Chief Executive Officer