

Keystone Oaks SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

1000 Kelton Ave
Pittsburgh, PA 15216-2421
412-571-6000
Superintendent: William Stropkaj
Director of Special Education: Desiree Burns

Planning Process

In developing the District Level plan, the following procedures were used:

1. The Director of Curriculum, Instruction, Assessment, and Staff Development coordinated work with stakeholder groups on Plan components.
2. District curriculum leaders from all grade levels and subject areas met with their teams to review the mission statement, vision statement, and the shared values, providing an opportunity for all staff members to provide input on these sections that frame the belief system of the staff.
3. All principals worked with staff members in each building to discuss and analyze student achievement data in terms of systems that have been deemed to have a significant impact either directly or indirectly.
4. Stakeholders were invited to complete a variety of surveys and participate in the planning committee with the results being incorporated into the Plan in analyzing strengths and needs and developing a Portrait of a Graduate.
5. The Director of Special Education completed the Special Education plan.

Mission Statement

Excellence in engaging, empowering, and enriching today for tomorrow's expectations

Vision Statement

The Keystone Oaks School District will remain current and competitive in every aspect of its operations while providing the best education for the children of Castle Shannon Borough, Dormont Borough, and Green Tree Borough. To do this, we will measure our success by assuring that:

Students demonstrate continuous growth so as to prepare for future challenges;

Students link learning to real-world applications through dynamic, comprehensive curricula that provides creative opportunities;

Students are provided opportunities for collaboration while engaged in the K-12 curriculum.

The District utilizes the concept of personalized learning in instruction.

Shared Values

The beliefs/shared values strategically identify the heart and soul of the District and serve as the foundation behind all operations. The current Beliefs/Shared Values of the Keystone Oaks School District are:

Empathy: Acknowledging the perspective, emotions, and experiences of all

Integrity: Making ethical choices and doing the right thing regardless of personal gain

Communication: Expressing, receiving, and sharing information

Work: Being accountable and committing to persevere in achieving goals

Ownership: Having pride and taking responsibility for one's actions and their outcome

Learning: Acquiring, processing, and retaining information for life-long use

Passion: Sparking the emotional connection that ignites one's purpose

Motivation: Achieving goals through internal drive

Imagination: Creating a vision to take innovative risks and solve problems

Global competence: Responding to and understanding diverse cultural practices and world points of view

Educational Community

The Keystone Oaks School District is comprised of the communities of Castle Shannon, Dormont, and Greentree. It borders the city of Pittsburgh and is located in the suburbs. The communities are working and middle class and are primarily residential. Currently the District has approximately 1900 students.

This District is comprised of three elementary schools (K-5), a middle school (6-8), and a high school (9-12). Approximately 34% of the students qualify as economically disadvantaged. Over the last five years, there has been a significant increase in immigrant, non-English speaking families.

Each of the communities has small commercial operations in both the center of the community and on the outskirts. Although there is no one large industry in the geographic confines of the District, commercial development exists in some locales. Commercial development is present in the Foster Plaza area of Greentree, along the Library Road area of Castle Shannon, and on West Liberty Avenue in Dormont.

Resources are available in both the communities and surrounding areas. Each community has an active community library. Castle Shannon, Dormont, and Greentree each has a police force. There are volunteer

fire departments. The communities are governed by borough councils and mayors. There is access to a large suburban hospital in an adjacent community. With its proximity to the City of Pittsburgh, community residents have access to a full complement of educational, cultural, and medical facilities within approximately 5-10 miles. Active partnerships exist between the District and the community libraries and are of long-standing duration. The District and the community libraries coordinate and cooperate on yearly activities including the Elementary Battle of the Books. Community police and fire department officials likewise partner on a variety of programs offered across the District. Borough mayors have a presence at programs within the schools and yearly attend the Academic Dinner, an evening program to honor secondary students who have excelled. In addition, the Superintendent meets with the Borough mayors and chiefs of police at least twice a year to promote a collaboration between the District and the three communities. A mutual respect and appreciation characterize interactions between the District and its community resource officials.

District resources for students and families are many. Within each building both special education and support services are available. Special education programs across the District include learning support, emotional support, autistic support, and speech/language services. Title I Reading and Reading Resource teachers service the elementary buildings. At the middle school level, double-period scheduling provides students with the opportunity to receive in-school support for both math and reading/language arts. Advanced Placement classes are available at the High School in English, Math, Science, and Social Studies. The Keystone Oaks Cyber School Program serves students in Grade 8 through 12 with opportunities for weekly support offered in the District at the end of the school day. A complement of elective courses are offered at the High School and Middle School for core subjects, fine arts, family/consumer science, and business/tech education. School counselors service each building along with two mental health therapists. There is after-school tutoring available in both math and reading/language arts at the Middle School and High School. An after-school reading/math support program operates in each of the elementary buildings. Due to the increased ESL population, the District employs two elementary and one secondary ESL teachers. All buildings are staffed with full-time principals. Either a certified school nurse or health aide is available each day in the District buildings. Proximity to a significant number of institutions of higher learning provides the District with access to a number of student teachers, who, under the direction of university supervisors and cooperating teachers, provide opportunities for more individual and small group instruction for students. The District employs its own school police officer who has a presence in the buildings each day. A school security guard likewise serves the Middle and High School facilities. The school police officer also coordinates the District's emergency preparedness planning and is the safety coordinator for the District. There are active and supportive Parent Faculty Organizations (PFO) in the elementary buildings and at the middle school level. Meeting monthly, these groups support efforts in the District which benefit students. In addition to fund raising, the PFO groups volunteer in the buildings. The PFO Coordinating Council supports and coordinates PFO activities among the buildings. The building PFO groups and the PFO Coordinating Council work continually for the betterment of the District's students.

Organizational and community members have historically enjoyed mutually supportive relationships. The Board of School Directors has likewise supported educational endeavors while maintaining fiscal responsibility in its governance role.

Planning Committee

Name	Role
Joe Kubiak	Administrator : Professional Education
John Lyon	Administrator
William Stropkaj	Administrator
Sarah Welch	Administrator
Theresa Lydon	Board Member
Patricia Shaw	Board Member : Special Education
Jeff Kattan	Building Principal : Professional Education
Michael Linnert	Building Principal
Scott Mizikar	Building Principal
Dave Thomas	Building Principal
Brian Werner	Building Principal : Professional Education Special Education
Amy Bittner	Business Representative : Professional Education
Emily Schwartz	Business Representative : Professional Education
Nicole Boback	Community Representative
Victoria Bruce	Community Representative : Professional Education
Patty Daure	Community Representative
Janell Filson	Community Representative
Jennifer Yim	Community Representative : Professional Education
Anna Benvenuti	Ed Specialist - Instructional Technology : Professional Education
Kevin Lloyd	Ed Specialist - Nutrition Service Specialist
Jennifer Tom	Ed Specialist - School Counselor : Professional Education
Jamie Barbin	Elementary School Teacher - Regular Education : Professional Education
Kellie Dawson	Elementary School Teacher - Regular Education : Professional Education
Jennifer Harke	Elementary School Teacher - Regular Education
Mary Poe	Elementary School Teacher - Regular Education

Kristie Rosgone	Elementary School Teacher - Regular Education
Shannan Turner	Elementary School Teacher - Regular Education
Nicole Kochanski	Elementary School Teacher - Special Education : Special Education
Jennifer Bogdanski	High School Teacher - Regular Education
Lisa Forlini	High School Teacher - Regular Education
Kevin Gallagher	High School Teacher - Regular Education : Professional Education Special Education
Heather Hakos-Hruby	High School Teacher - Regular Education
Tricia Kreitzer	High School Teacher - Regular Education : Professional Education
Joan Young	High School Teacher - Regular Education
Michael Orsi	High School Teacher - Special Education : Special Education
Aaron Smith	Instructional Technology Director/Specialist : Professional Education
Patrick Falsetti	Middle School Teacher - Regular Education
Sarah Hardner	Middle School Teacher - Regular Education
Mark Kopper	Middle School Teacher - Regular Education
Lisa McMahon	Middle School Teacher - Regular Education
William Eibeck	Middle School Teacher - Special Education : Professional Education
Melissa Palmieri	Middle School Teacher - Special Education : Professional Education Special Education
Neely Crowell	Parent : Professional Education Special Education
Anne Grubor	Parent
Jill Harvey	Parent
RaeAnn Lindsey	Parent : Professional Education
Jennifer Mathie	Parent
Amber Salmen	Parent
Jamie Shawkey	Parent
Josh Stahl	Parent
Frank Stumpo	Parent

Laurel Workmaster	Parent
Desiree Burns	Special Education Director/Specialist : Special Education
Shannon Varley	Student Curriculum Director/Specialist : Professional Education
Suzanne Lochie	Student Services Director/Specialist : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

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

This narrative is empty.

High School Level

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

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Unchecked answers

None.

Middle Level

Checked answers

- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

- Environment and Ecology

Unchecked answers

None.

High School Level

Checked answers

- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Environment and Ecology

Unchecked answers

None.

Explanation for any standards checked:

The PA Common Core Standards are being incorporated into the existing curriculum for English/Language Arts and Math throughout the K-12 program. At the Middle School and High School level, the standards for History, Science, Environment/Ecology, and Civics have been incorporated to a degree.

At the K-5 level, the PA Standards have been expanded in the English/Language Arts and Math Curriculum documents to include topics/content seen as essential by the grade level teams working on curriculum updates.

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 Keystone Oaks School District is initiating a curriculum cycle to develop curriculum guides which will include learning goals, instructional strategies (critical-input strategies, knowledge practice and deepening activities, and hypothesis generation and testing tasks), resources,

alignment of units to standards, and formative/summative assessments. Planned courses in math, English/language arts, art, and music have been developed in draft form. Science is in process.

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

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	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 Keystone Oaks School District is initiating a curriculum cycle to develop curriculum guides which will include learning goals, instructional strategies (critical-input strategies, knowledge practice and deepening activities, and hypothesis generation and testing tasks), resources, alignment of units to standards, and formative/summative assessments. Planned courses have been developed in math, English/language arts, art, and music have been developed in draft form. Science will be developed next.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

The Keystone Oaks School District is initiating a curriculum cycle to develop curriculum guides which will include learning goals, instructional strategies (critical-input strategies, knowledge practice and deepening activities, and hypothesis generation and testing tasks), resources, alignment of units to standards, and formative/summative assessments. Planned courses have been developed for math, English/language arts, art, and music. Resources have been selected for science and social studies.

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

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	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 Keystone Oaks School District is initiating a curriculum cycle to develop curriculum guides which will include learning goals, instructional strategies (critical-input strategies, knowledge practice and deepening activities, and hypothesis generation and testing tasks), resources, alignment of units to standards, and formative/summative assessments. Science courses have been mapped, and planned courses are being drafted in English/language arts.

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

This narrative is empty.

Modification and Accommodations

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

Students of all mental and physical ability levels access the regular education curriculum in all areas, providing opportunities to engage with a rigorous standards aligned curriculum. Students with significant disabilities that impact academic areas have access to a life skills program for

core subject instruction while still attending designated regular education classes for social interaction opportunities with non-exceptional peers.

Curricular adaptations to the standards aligned curriculum provide access opportunities to a diverse population of students with varying needs. Adaptations involve those made to content and to the instructional environment. Teachers differentiate instruction, assessment, and curricular materials to create a flexible learning environment. Examples include alternatives to written assignments, advance organizers, extended time, computer software, preteaching key vocabulary/concepts, and multiple exposure to materials.

Curricular modifications are made for students with more significant disabilities to provide access to a more rigorous standards aligned curriculum in specific cases. Curricular content at a lower level of conceptual difficulty and addressing portions of curricular learning outcomes represent frequently used modifications.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Department Supervisors

Unchecked Answers

- Instructional Coaches
- Not Reviewed

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

Principals conduct observations of teachers on a regular basis and provide written evaluative information for feedback during the post-observation conferences, utilizing the Teacher Effectiveness Model. Principals review and provide feedback during review of lesson plans. Grade level and content area curriculum leaders utilize lesson study during monthly meetings.

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

Instructional coaching positions have not been planned in the District at this time due to budget.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

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.

With the support of building principals and District administrators, the most effective and highly qualified teachers are recruited and assigned to meet the learning needs of students who are below proficiency or at risk of not graduating. Sending and receiving grade level teams meet with the building principal and guidance counselor in the development of class rosters. Principals assign teachers each year based on the qualifications of the teacher and the needs of the students. Parent requests for specific instructors are also considered and filled whenever possible.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	27.00	27.00	27.00
English	5.00	5.00	5.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	1.00	1.00	1.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.50	1.50	1.50
Electives	6.50	6.50	6.50
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and

Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

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

Unchecked answers

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

the local assessment is approved through independent validation by an approved entity.

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

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Unit and Chapter Tests, Standardized Achievement Tests, mid-terms, finals	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Dibels, Curriculum based assessments Study Island, Keystone/PSSA Practice Tests through EdInsight	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Exit Tickets, Reflective Writing, All Class Response, Response Cards, Essays, Projects, debates pretests, quizzes	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Diagnostic Reading and Math Assessments, IXL	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Research-based assessments are reviewed by administrators and staff utilizing information contained in technical manuals accompanying the assessments.

Benchmarking assessments are likewise reviewed in the same manner. Dibels and curriculum based assessments are both administered in the District.

Curriculum based assessments are reviewed at the building level by administrators and at department/grade level meetings by curriculum leaders. Results of formative and summative assessments, based on the curricular content, are regularly reviewed and are modified when

providing remediation in specific areas of student deficit.

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 District has not, to this point, developed any common locally administered assessments. Individual teachers, grade level teams, and departments at the secondary level have developed and used a variety of curriculum-based assessments. These assessments are specifically aligned to the instructed content.

Collection and Dissemination

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

District administrators and instructional teams are provided with access to the District Report Card, e-Metric, EdInsight, and PVAAS data to assess both student progress and student proficiency. Professional development opportunities have been provided to administrators and staff to understand both the access of and the use of these systems. In turn, these data team members work with members of their individual departments and grade levels in analyzing this data at a more granular level. Remedial activities are developed to assist students showing academic deficits in specific areas and are provided at the building level.

At the elementary and middle school levels, standardized and diagnostic achievement test results are likewise analyzed by school counselors, principals, and staff members to determine student progress with reading/language art and math on a nationally normed assessments.

Curriculum-based data is analyzed at all levels for both formative and summative assessments to determine student understanding of specific content. District administrators work with instructional teams in providing responsive instruction based on data assessment across all levels and content areas.

MTSS is used at the building levels

Principals annually compile an action plan to improve student achievement and growth in their schools and submit it to the Director of Curriculum, Instruction, Assessment, and Staff Development.

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.

Information from assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher at all buildings in the District. At the Middle School and High School, after-school tutoring opportunities are provided in English/Language Arts, science, and Math. Double periods of instruction in these areas have likewise been put in the schedule of students demonstrating deficits in one or both of these areas to allow opportunities for them to participate in curricular content instruction during one period and have

remediation opportunities during the second period. At two of the three elementary buildings, a Title I Reading Program is available for students who are not demonstrating proficiency in reading. A Reading Resource Program is available at the third elementary school. After-school reading/math programs likewise operate at all three elementary buildings during the academic year.

Building level action plans have been developed by each administrator to address student proficiency in the academic standards. Instructional focus is based on data analysis for each school. In addition, individual student action plans, detailing specific instructional/remedial strategies have been defined for any at risk students.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

When building level data teams, under the direction of building administrators, analyze data utilizing PVAAS, District Report Card, and eMetric, strengths and deficits are noted at the building level, grade level, and individual student level. Assessment results are examined in terms of standards, specifically for students who did not demonstrate sufficient mastery. Based on an examination of results where students were not proficient, curriculum leaders, building staff, and administrators collaborate on incorporating instructional strategies to address these deficits. The assessment data on both state testing, District assessments, and nationally normed assessments all form the basis for instructional strategies designed to increase proficiency.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The District continues to use a variety of strategies in providing information about summative assessment results to the public. At both the District level and through the individual buildings, communication tools include the District website, newsletters, email blasts, parent letters, and media reports to both local and regional newspapers.

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

Course planning guides and academic handbooks are currently in development.

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.

- After-school tutoring programs have been established in the areas of reading/ language arts, science, and mathematics. In addition to after-school programs, additional instructional periods are provided during the school day in the core subject areas of reading and math. These additional instructional periods provide at risk

students with opportunities to work in researched-based intervention programs:
Intervention materials aligned to PA Core are employed

- Data analysis is done through the On-Hand School Program by grade level/ department data teams.
- Building Achievement Action Plans have been developed for all buildings to focus efforts on improving achievement in areas of need as determined through an analysis of data from the PSSA, benchmark assessments, achievement testing, and diagnostic assessment.
- Individual student learning plans (ILPs) have been developed at each building to both identify students experiencing difficulties and to provide remedial services either through additional instructional periods in areas of weakness, Title I Reading, Reading Resource classes, and after-school tutoring programs across the District.

Programs, Strategies and Actions

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

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

Safety and Violence Prevention Curricula

The District has a School-Wide Safety Plan but not a District Violence Prevention Plan. The District trained all staff and to implement the Olwevus Bully Prevention Program beginning in the spring of 2013. In addition, training on Commonsense Media is incorporated into the curricula on cyber-bullying, online safety, and appropriate use of social media sites.

Conflict Resolution

The Peer Jury Program has been initiated in the District by the school resource officer. A local grant has been obtained to provide training at the Middle School Level in the Life Skills Curriculum, a nationally recognized Blueprint program to promote a student's ability to think through a situation including the ramifications of choices prior to taking action. The Bully Proofing Your Schools Program, currently at use in some primary grades, will be expanded across the elementary buildings so all children will be exposed to the same curriculum.

School-Wide Positive Behavior Support

PBIS is utilized at each school

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.)

Gifted students are identified K-12 across all buildings throughout the school year using the following procedures:

1. Ability testing is completed in Grades 1-3-5-6-7 on a yearly basis. This test is used as one universal assessment measure whereby all students, based on their results, are screened for possible participation in the gifted support program. Students scoring in the superior range of intellectual functioning on this group abilities are further screened using the District's gifted matrix.
2. Using the District's gifted matrix, student data is gleaned from the following areas and is the added to the District's gifted matrix:
 - (a) group ability scores, (b) results from standardized achievement testing or PSSA scores, (c) report card grades, (d) teacher evaluation based on Scales for Identifying Gifted Students for Teachers, (e) parent evaluation based on Scales for Identifying Gifted Students for Parents.
3. Based upon points achieved on the Matrix, students are then referred for gifted evaluation. A permission to evaluate for gifted is issued, along with soliciting additional parental input via parent input questionnaires.
4. Evaluations are conducted by an AIU psychologists or by the District psychologist
5. Students scoring in the very superior range of intellectual functioning are considered for the gifted support program, based on the results of the evaluation which includes an individual ability test. The Gifted Multidisciplinary Team (GMDT) makes the determination of giftedness. Parents are participating members of this team.
6. Early and measured use of high level thinking skills (Guilford/Bloom's Taxonomy), academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise are also considered as part of this identification process.
7. Students with an IQ lower than 130 are also considered for participation in the gifted support program following an evaluation if other educational criteria listed below strongly indicate gifted ability as an IQ is not the sole measure for determining this. Other educational criteria for determining gifted ability include:

- A year or more above grade achievement level in one or more subjects as measured by nationally normed and validated achievement tests.
 - An observed or measured rate of acquisition/retention of new academic content or skills.
 - Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of academic/creative products, portfolio, or research, as well as criterion-referenced assessment
 - Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, learning disability, physical impairment, emotional disability, gender or or socio/cultural deprivation might be masking gifted abilities
8. Once a determination of giftedness is made by the Gifted Multidisciplinary Team, the Gifted IEP Team is convened to develop the Gifted IEP.
9. The Gifted IEP is then developed and a Notice of Recommended Assignment is issued.
10. A Notice of Recommended Assignment is also issued if a student does not qualify for the Gifted Support Program following an evaluation, indicating that the regular education program is the appropriate placement.

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

Ability testing is completed in grades 1, 3, 5, 6, and 7 on a yearly basis. This test is used as one universal assessment measure whereby all students, based on their results, are screened for possible participation in the gifted support program. Students scoring in the superior range of intellectual functioning on this group are further screened using the District's gifted matrix.

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

Multivariables will be assessed to determine eligibility for mentally gifted programs. Variables assessed are group intelligence scores, standardized group achievement test scores, grades, teacher and parent ratings of behavioral characteristics of mentally gifted and individual intelligence test scores. Students who demonstrate an overall outstanding performance will be identified as mentally gifted.

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.

Keystone Oaks School District supports unique opportunities for students who are identified as high-achieving. The overall aim of the gifted program is to provide educational opportunities and experiences to help students extend their learning, develop individual potential, enhance their self-concept and become life-long, independent learners. The district is committed to providing differentiated activities and opportunities through which students can discover and develop their unique and individual needs, interests, talents, and abilities.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X		
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring				
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X
Two mental health therapists service students and families in the District (K-5) and (6-12).	X	X	X	X
The School Resource Officer has developed and implemented a Peer Jury Program for secondary students.			X	X

Explanation of developmental services:

The Counseling Curriculum K-5 and 6-12 are based on the following:

Counseling Standards Crosswalk

PDE Developmental Goals of Guidance and Counseling

ASCA National Standards for School Counseling Programs

PDE Standards for Career Education and Work

Students are provided with basic directions on life skills such as learning how to keep a checkbook, searching for an applying for jobs, registering to vote, etc., at all levels of secondary instruction and extensively in the required Money Matters high school course.

Career standards have been a focus in all grades, with a Career Advisor being employed at the high school to coordinate portfolios and job shadows

The PDE Standards for Student interpersonal Skills have been added to the guidance curriculum

in these areas:

Self-Awareness and Self-Management, Establishing and Maintaining Relationships and Decision-Making & Responsibility

Counseling plan is updated as needed

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning				
Small Group Counseling-Personal and Social Development	X	X		
Special Education Evaluation	X	X	X	X
Student Assistance Program				
District mental health therapists provide intervention services for students and families in addition to providing staff support. They likewise provide referrals and assist families seeking support from outside mental health facilities.	X	X	X	X
District psychologists and guidance counselors work through SAP teams under the direction of the Pupil Services Coordinator for student diagnostic, intervention and referral services. All team members have been formally trained in the SAP process.	X	X	X	X
Crisis Prevention Intervention Training is provided to staff members across the District by an in-house trainer in the verbal and physical de-escalation of problematic situations.	X	X	X	X
An increase in social skills training groups should be considered at the middle school level	X	X		

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X
The District partners with the Allegheny Intermediate Unit in Truancy Prevention which also involves the services of Children, Youth and Families.	X	X	X	X
The District contracts with DT Watson Insitute for autisim consultation and to conduct social skills training groups.	X	X	X	X
The District contracts with Wesley Spectrum Services for two full-time mental health services.	X	X	X	X
The District coordinates efforts with community agencies providing wraparound services, supporting the implementation of treatment plans for the school domain.	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters				
School Calendar				
Student Handbook	X	X	X	X
Nurses communicate with families, health care providers, and staff regarding children with health and/or medication needs with the potential to impact school activities.	X	X	X	X

Although not in newsletter format, nurses send written communication to families regarding health issues for students they serve.	X	X	X	X
Nurses develop and support the implementation of individual student health plans when needed.	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

Monthly meetings are held by grade level in the elementary buildings and by departments at the secondary level. Opportunities for discussion of student needs, academic progress, implementation of interventions and the success of these interventions are discussed at these times.

In addition, Student Assistance Teams meet every 4 - 6 weeks at both the elementary and secondary levels. These meetings are chaired by the Director of Pupil Services and are attended by building principals, counselors, school psychologist, teachers and mental health therapists. Student concerns related to academics, behavior, and social/emotional issues are discussed by the SAP team. Interventions to address struggling students are determined, an improvement goal is established as is a plan regarding who is responsible for implementation. Baseline data is determined following the development of an improvement goal and a time frame for implementation of the interventions is decided. After a minimum of 6 weeks of intervention, progress monitoring is done on the improvement goal determined at the initial meeting. The SAP team determines at this point if interventions should continue as written, if these should be modified, or if another tier of intervention is needed. A psycho-educational evaluation may follow at this time.

Additional collaboration with parents on interventions regarding differing student needs and academic progress is a recommendation made by parent representatives serving on the comprehensive plan committee. This same recommendation was made in reference to communication to parents regarding outbreaks of communicable diseases.

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 has an after school program, operated by an outside agency, daily from 3:00 PM until 6:00 PM in one of its elementary schools which is in the geographic center of the District.
 - Tutoring is offered at both the High School and Middle School two days per week for an hour after school. Tutoring is offered in both reading/language arts and math. After-school tutoring in reading is offered three days per week at each of the District's elementary schools for students requiring these services.

Preschool Agency Coordination

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

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

The Keystone Oaks School District coordinates with preschool agencies serving preschool age children with disabilities with support from the Allegheny Intermediate Unit. The Allegheny Intermediate is the agency responsible for preschool special education services for children with disabilities ages three through five. The Alliance for Infants and Toddlers supports infants and toddlers through age two under the direction of the PA Department of Public Welfare. As a child with disabilities becomes eligible to enter kindergarten, the District, under the direction of the Supervisor of Pupil Services becomes involved in the transition process.

1. Coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access begins with Child Find. This contact information is included in the Parent Faculty Organization newsletters sent out from the K-5 schools. Mailings of the Pupil Services/Special Education brochure which includes this information are also sent to private schools within the geographic confines of the District. Information about Head Start services are also included in the above-referenced publications.

- 2.. The pre-kindergarten programs which District students attend are operated at sites by staff

who are employed through the Early Intervention Services Department at the Allegheny Intermediate Unit. These programs include both inclusive and more restrictive settings for preschool children with disabilities. The programs provide special education and related services at these sites. In some instances, special education services for preschoolers with disabilities are delivered in a child's home. In other instances, the nature of a preschoolers disability may require enrollment in a more restrictive setting such as an approved private school. Special education records are provided to the District by the AIU at the time a child either transitions from infant/toddler services or when they begin receiving special education services after their third birth but prior to becoming school age with parental permission.

3. The District has plans in place to transition children who are of school age from the home setting, private preschool programs, or from special education preschool environments.

(a) Home Setting - Notification of kindergarten registration is disseminated through a variety of media beginning in the late winter. Kindergarten registration is held at each elementary building. All entering students are administered the Brigance screening to assist in the development of their kindergarten programs. Kindergarten orientation programs are held in the later part of the summer. Students and parents are invited to attend. Children riding a school bus have an opportunity to do so during the orientation programs.

(b) Private Preschools - With the support of kindergarten teachers and under the direction of the kindergarten curriculum leader, the District reaches out to private preschool programs serving the area with an introductory letter that include information about readiness skills that are helpful for children transitioning to kindergarten.

(c) Special Education Preschool Programs - For students transitioning to kindergarten from early intervention programs, a transition meeting is held in the District in February attended by representatives of the Allegheny Intermediate Early Intervention Program, parents, and the Keystone Oaks Supervisor of Pupil Services. Following this meeting, the District receives a list of those students (whose parents have given permission for information to be shared with the District) who are transitioning to kindergarten. Permission to reevaluate forms are sent to the families as soon as the Intent to Register form is received in the District. The Coordinator of Pupil Services arranges with multidisciplinary team members in the District for the reevaluation, conducts observations of preschoolers at their preschool sites, offers receiving school visits to entering students/families, and coordinates the development of the IEP following special education timelines.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing

Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Through the curriculum writing process and as a result of professional development, the district continues to research and select core and supplemental resources in print and digital formats to assist in the differentiation and delivery of instruction.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

Through the curriculum writing process and as a result of professional development, the district continues to research and select core and supplemental resources in print and digital formats to assist in the differentiation and delivery of instruction.

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

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing

Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Through the curriculum writing process and as a result of professional development, the district continues to research and select core and supplemental resources in print and digital formats to assist in the differentiation and delivery of instruction.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Through the curriculum writing process and as a result of professional development, the district continues to research and select core and supplemental resources in print and digital formats to assist in the differentiation and delivery of instruction.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation

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

School Climate	Implemented in 50% or more of district classrooms
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Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

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

American School Counselor Association for Students	Full Implementation
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Middle Level

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

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

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation

PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Full Implementation

Further explanation for columns selected "

This narrative is empty.

Early Warning System

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

Not answered

Professional Education

Characteristics

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

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

Instructs the leader in managing resources for effective results.	X	X	X	X
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Provide brief explanation of your process for ensuring these selected characteristics.

In planning for professional development, the District has based programming on needs demonstrated in each of the schools through meetings with administrators, curriculum leaders, and grade level/ subject area meetings. Current and future professional development will be focused on implementation of PA Core and other Academic Standards through instruction and assessment best practices, implementation of strategies from Robert Marzano's The Art and Science of Teaching, social-emotional learning, trauma informed education, data analysis of formative and summative assessments to differentiate for all students, including the gifted and ELLs.

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

This narrative is empty.

Professional Development

**Keystone Oaks SD
Professional Development**

Title:	Curriculum Development			
Description	Teachers will explore best practices and review data to design curricula, including the concept of personalized learning. Evidence of implementation will include surveys, observations, and curricular documents.			
Person Responsible	Shannon Varley			
Start Date:	8/21/2020			
End Date:	6/6/2023			
Proposed Cost/Funding:	Start Year	End Year	Cost	Funding Source
Program Area(s):	Professional Education, Special Education			
Hours Per Session	6.0			
# of Sessions:	7			

# of Participants Per Session:	10
Provider:	Keystone Oaks School District
Provider Type:	School Entity
PDE Approved:	Yes
Knowledge Gain:	Teachers will examine student data and best practices in their content area
Research & Best Practices Base:	Professional organizations, What Works Clearinghouse
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • 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.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops • Professional Learning Communities
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers

Grade Levels:	<ul style="list-style-type: none">• Elementary - Primary (preK - grade 1)• Elementary - Intermediate (grades 2-5)• Middle (grades 6-8)• High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods:	<ul style="list-style-type: none">• 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• Participant survey

**Keystone Oaks SD
Professional Development**

Title:	Induction								
Description	Yearly New teacher orientation with follow up using the text, The Art and Science of Teaching by Robert Marzano. Information for technology, special education, and technology will also be explored. Evidence of learning will include surveys, observations, and induction journal								
Person Responsible	Shannon Varley								
Start Date:	8/16/2020								
End Date:	5/16/2023								
Proposed Cost/Funding:	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Start Year</th> <th style="width: 25%;">End Year</th> <th style="width: 25%;">Cost</th> <th style="width: 25%;">Funding Source</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Start Year	End Year	Cost	Funding Source				
Start Year	End Year	Cost	Funding Source						
Program Area(s):	Professional Education, Teacher Induction								
Hours Per Session	6.0								
# of Sessions:	7								
# of Participants Per Session:	10								
Provider:	Keystone Oaks School District								
Provider Type:	School Entity								
PDE Approved:	Yes								
Knowledge Gain:	Teachers will become oriented to structures and procedures for the school district, in the areas of technology, curriculum, special education, and student services								
Research & Best Practices Base:	<p>The Art and Science of Teaching by Robert Marzano</p> <p>The concept of personalized learning</p>								

<p>For classroom teachers, school counselors and education specialists:</p>	<ul style="list-style-type: none"> • 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.
<p>For school or LEA administrators, and other educators seeking leadership roles:</p>	<ul style="list-style-type: none"> • 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.
<p>Training Format:</p>	<ul style="list-style-type: none"> • Series of Workshops
<p>Participant Roles:</p>	<ul style="list-style-type: none"> • Classroom teachers • New Staff • Other educational specialists
<p>Grade Levels:</p>	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
<p>Follow-up Activities:</p>	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Evaluation Methods:	<ul style="list-style-type: none">• Participant survey
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**Keystone Oaks SD
Professional Development**

Title:	Technology Tools								
Description	Participants will explore tools to enrich curricula and personalize learning								
Person Responsible	Aaron Smith								
Start Date:	12/16/2020								
End Date:	6/16/2023								
Proposed Cost/Funding:	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Start Year</th> <th style="width: 25%;">End Year</th> <th style="width: 25%;">Cost</th> <th style="width: 25%;">Funding Source</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Start Year	End Year	Cost	Funding Source				
Start Year	End Year	Cost	Funding Source						
Program Area(s):	Professional Education, Teacher Induction, Educational Technology								
Hours Per Session	2.0								
# of Sessions:	15								
# of Participants Per Session:	50								
Provider:	Keystone Oaks School District								
Provider Type:	School Entity								
PDE Approved:	Yes								
Knowledge Gain:	Understanding of different technology tools								
Research & Best Practices Base:	Concept of personalized learning								
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. 								

For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • 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.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • New Staff • Other educational specialists
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods:	<ul style="list-style-type: none"> • Participant survey

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:
6/10/2019 In-Service
8/19/2019 New Teacher Induction
The LEA plans to conduct the required training on approximately:
8/24/2020 New Teacher Induction Update/all staff
8/20/2021 New Teacher Induction Update/all staff
8/19/2022 New Teacher Induction Update/all staff

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

Questions
The LEA has conducted the training on:
6/10/2019 In-Service
8/19/2019 New Teacher Induction
The LEA plans to conduct the training on approximately:
8/24/2020 New Teacher Induction Update/Training to all staff
8/20/2021 New Teacher Induction update/Training to all staff
8/19/2022 New Teacher Induction Update/Training to all staff

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.

Professional development is based on student data and best practices to improve assessment results. Members of the professional development committee review student data, professional development needs assessments, previous professional development evaluations, and decide on topics.

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

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will utilize District technology to enhance student learning outcomes.
- Inductees will be aware of and utilize strategies to address the needs of the District's growing ELL population.

Unchecked answers

None.

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

The District requires all inductees to participation in both county induction programs, offered through the Allegheny Intermediate Unit, in addition to offerings presented in the District. All inductees are assigned a District mentor within their own department/grade level or speciality area. Required mentoring meetings are documented by the mentor and inductee.

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

This narrative is empty.

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.

Input from inductees, mentors, and building principals is used to ensure the process. Documentation of mentoring sessions, observations of teachers in the induction program, assessment of progress in Intermediate Unit induction courses, and a review of student performance on summative/ formative assessments, benchmark tests, nationally normed assessments, and state assessments are all used to ensure the quality of the induction program. The program will be updated on a three year cycle with input from teachers who have completed the program or served as mentors, including a review of surveys from all who have completed the program.

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

This narrative is empty.

Mentor Characteristics

Checked answers

- 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).

Unchecked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

Building principals and District administrators recommend mentors based on a staff member's ability to provide quality instruction, have an ability to work with students/other staff members/ parents/administrators, are able to engage students, possess a strong knowledge of standards aligned curriculum/instruction/assessment, and have an ability to utilize data for decision-making purposes.

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

Mentors are provided with time before and after school to meet with the inductee.

Induction Program Timeline

Topics	A g- e p	O N o v	D - J a n	F - F e b	A - M a r c h	Jun-Jul									
Code of Professional Practice and Conduct for Educators	X														
Assessments	X	X	X	X	X	X									
Best Instructional Practices	X	X	X	X	X										
Safe and Supportive Schools	X	X	X	X	X										
Standards	X		X	X	X	X	X	X							
Curriculum					X	X	X	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	X	
Materials and Resources for Instruction									X	X	X	X	X	X	

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Performance of inductees based on observations, evaluations, ability to engage students, develop positive interactions with staff/parents/administrators, and student progress monitoring are procedures utilized for monitoring and evaluating the Induction program. The district also reviews surveys completed by the mentor and the inductee.

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: 346

Identification Method

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

The Keystone Oaks School District utilizes the Discrepancy Model to identify students with Specific Learning Disabilities (SLD). Eligibility for IDEA services as a student with a Specific Learning Disability is determined when a student evidences a significant discrepancy between intellectual functioning and achievement levels in one or more of the following: oral expression, listening comprehension, written expression, basic reading skills, reading fluency, reading comprehension, mathematics calculations, or mathematics problem-solving. Data yielding patterns of strengths and weaknesses relative to intellectual ability and academic achievement are considered via the results of formalized testing by a certified school psychologist. Keystone Oaks School District also ensures that the Specific Learning Disability was not the result of a visual, hearing or orthopedic disability, intellectual disability, emotional disturbance, cultural factors, environment/economic disadvantage, or limited English proficiency. Additionally, data is collected from parent, teachers, and related personnel to provide information on the student's medical, social, cultural and academic history. In addition as a pre-referral process, Keystone Oaks uses the Student Assistance Program (SAP) to review and work with students who are in academic distress or are having difficulty with behavior. The Student Assistance Program (SAP) team reviews data including grades, attendance, student work, and documentation that demonstrates a variety of instructional strategies proven effective or ineffective. Once the SAP process is exhausted, a referral is made for a formal evaluation with the School Psychologist. The multidisciplinary team then makes decisions of eligibility by coupling results of formal testing or evidence of disability with the student's academic performance. It is only when student exhibits both disability and academic distress that student is considered IDEA eligible.

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 Keystone Oaks School District total enrollment does not have a significant disproportionalities. Three disabilities do show a significant disproportionalities being greater than then 10 percent over the state average: Autism, Emotional Disturbance and Speech or Language Impairment. The state average for Autism is 11.0% while the Keystone Oaks School District is 20.3%. The state average for Emotional Disturbance is 8.6% while the Keystone Oaks School District's average is 10.3%. The state average for Speech or Language Impairment is 14.5% while the Keystone Oaks School District's average is 17.6%. Historically, the Keystone Oaks School District's high number of students with Autism and Emotional Disturbances and its percentages have been greater than the state average. Demographics of the district are a factor in this disproportionalities At the present time the District has an Autistic Support and Emotional Support program at each level (elementary, middle, and high school) to serve this population of students. The Keystone Oaks School District is addressing the disproportionalities for students of Autism in the following manner: The Keystone Oaks School District monitors it's evaluation process to ensure that students are being appropriately identified. The District often receives medical reports from families indicating the diagnosis of Autism for their child. These reports are reviewed and taken into consideration during the evaluation process. Once a student has been evaluated and is diagnosed with Autism program consideration is carefully looked at with the array of district special education programs to ensure the student is receiving the most appropriate services to support their needs. Consultation support for Autism is provided through the Watson Institute as needed. The Keystone Oaks School District has seen an increase over the last 3 years in the percentage of students with a disability of Speech or Language Impairment. The number of students coming in from Early Intervention with a disability of Speech or Language Impairment plus the increased number of students who do not pass the speech screening has played a factor in this disproportionalities. The district has increased the number of Speech and Language Therapists to provide Speech and Language Support K-12.

Non-Resident Students Oversight

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

1. The Keystone Oaks School District does not currently host any alternative education programs for disruptive youth within its boundaries.

2. Should a correctional facility open within the geographical boundaries of the Keystone Oaks School District we would create a collaborative relationship with the facility to ensure Section

1306 of the Public School Code is implemented. The Keystone Oaks School District would adopt the student's existing IEP from their previous educational placement upon their entrance into the facility. If the student's IEP was not current, a new IEP would be developed based on data outlined in a current re-evaluation report. If the student arrived with an outdated evaluation or re-evaluation report, the school district would conduct a multi-disciplinary re-evaluation on the student in an attempt to secure current data that would outline the student's educational strengths and needs, as well as their instructional levels. The parents/guardians would be invited to attend the IEP Team meetings that would be held on behalf of the student that was placed at this facility. If the student was in need of a surrogate parent, one would be obtained through the Keystone Oaks School District Surrogate Parent procedures. The IEP Team would review current data on the student to ensure that FAPE was provided in the least restrictive educational environment based on educational needs of the student outlined in the IEP. In addition, the Keystone Oaks School District, through the Child Find process at the facility, would complete initial evaluations that have been initiated by the student's home district.

3. The district foresees no problems or barriers which would limit the district's ability to meet its obligations under Section 1306 of Public School Code should an alternative education program for disruptive youth be established within district boundaries.

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).

Currently, the Keystone Oaks School District does not serve as the host district for incarcerated students. However, if the district became the "host" school district, then all obligations under 24 P.S. Section 13-1306 would be met. The district would assume responsibility for child find and providing appropriate educational programs, as well as transportation and any support services necessary to ensure the provision of a free, appropriate public education. The district would review the Individualized Education Program, conduct an evaluation or re-evaluation, review all existing data, and/or use existing placement options within the district, Allegheny Intermediate Unit #3, or approved private schools. A careful review of placement options would be undertaken to ensure that the student receives a free, appropriate public education within his/her least restrictive environment. The district would also invite the "resident" district to participate and provide feedback throughout the process as the student's program is developed and implemented. For those students who are returning from incarcerated placement, a transition meeting is convened for the purpose of assisting the student and the school to collaborate and communicate regarding support needs and services..

If a correctional facility was to open within the geographical boundaries of the Keystone Oaks School District we would work cooperatively with the correctional facility to ensure Section 1306 of the Public School Code is implemented.

Students with special needs that would be assigned to the correctional facility would receive all the necessary special education services, supplementary aids and services, and related services as outlined in their IEP. The district would implement the student's existing IEP and/or fulfill the obligation of completing an initial evaluation/re-evaluation if needed upon their entrance into the

facility. Our district would comply with the regulations of Child Find (explained below) and provide the necessary access to FAPE and LRE based on the student's individualized needs while they are in the correctional facility.

In terms of Child Find, the Keystone Oaks School District would adhere to the "Child Find Notice" mandates by publicly providing their notice on the district's website, within publications containing all of our district's public notices, and made available in all district buildings, as well as the correctional facility.

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 Director of Special Education will be notified of the need to have a surrogate parent for a child/student at "the correctional facility". The Director of Special Education will submit the required application "Surrogate Parent" forms to the AIU as soon as possible. The AIU will review the application submitted by the Keystone Oaks School District and the AIU will assign the child/student at "the correctional facility" with 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.

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.
1. The Keystone Oaks School District is committed to ensuring 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. The District supports the belief that the most appropriate setting for a student is one that maximizes inclusion with non-disabled students. The District looks at programs ranging from full inclusion with supports directly in the regular education classroom to those in which the student is educated outside the regular education environment. Every attempt is focused on students being educated with non-disabled peers through the delivery of supports and supplementary aids and services in the general education setting. The Keystone Oaks School District is able to provide services along the full spectrum of student needs within the district. Educational environment is reviewed annually at IEP meetings and reviewed by the IEP team as needed. A full-range of student's needs are discussed and determined beginning with supports in the General Education setting. When a request is made to change the level of support along the continuum, a team meeting is scheduled to review the student's individual needs, review interventions which have been implemented and documentation of supports discussed prior to any movement to a more restrictive setting. Consideration for educational placement outside of the school district are considered only when services cannot be beneficial or appropriately delivered within the district's programs. Decisions for placement are made solely upon the educational needs of the individual student. For those students receiving their educational supports in a placement outside of the school district a "Return to District" Transition plan is developed to ensure students successfully transition back to the district in a least restrictive setting as deemed appropriate.

2. The Keystone Oaks School District is supporting students with disabilities access the general education curriculum in the least restrictive environment (LRE) through the creation of a Professional Learning Team of Special Education teachers who focus on ensuring that instruction within the special education setting is aligned with the instruction provided in the regular education setting. The District has developed a K-5, 6-8 and 9-12 curriculum grid for Special Education which defines Educational Placement, Curriculum, and text series to support each grade level for ELA and Math. The District committed to the purchase of curriculum materials and technology to ensure that all students with disabilities have access to the general education curriculum as their peers. The District has made the same commitment to ensuring the special education teachers have the same materials and access to technology as their regular education colleagues to be able to support students in the general education setting. The District has also partnered with professors from Duquesne University to implement a Co Teaching model within the district. This initiative has included teacher lead in service presentations related to providing accommodations and modifications within the regular education setting, observations of peers implementing co-teaching and professional development to ensure all students benefit from this model. The District has hired a Transition Coordinator who oversees the district's transition process and participates in trainings offered by the Allegheny Intermediate Unit #3 (AIU3). The District continues to partner with consultants from PaTTAN, the Watson Institute and the Allegheny Intermediate Unit #3 (AIU3)

3. With regards to Indicator 5: Educational Environments, the 2017-2018 Special Education Data Report for the Keystone Oaks School District indicated that 70.9% of students who received special education spent 80% or more of their day inside the Regular Class. The SPP target in this area was 62.0% and the Keystone Oaks School District exceeded the SPP target. For the SPP target for students who received special education in the Regular Education class less than 40%,

the Keystone Oaks School District also met the SPP target of 9.3% as the District had 4.3% of students in this educational environment. The District monitors their Least Restrictive Environment (LRE) percentages monthly via reports run in IEPWriter. The District has implemented a LRE Calculation Form ensuring the correct and accurate calculation of regular education and special education minutes and subsequent educational placement. Training for all special education staff and administration was provided during professional development and Administration meetings.

The District has had an increase in the number of students who have enrolled in the district who received special education services in private institutions and as a result the District has honored those placements while reviewing the appropriateness of those placements. At the present time the Keystone Oaks School District has 28 students placed outside of the district including 3 who are in programs beyond their 12th grade year. The District has opened an elementary Emotional Support program and an elementary Life Skills Support program so that students can remain in or return to the district to receive levels of support as determined by their IEP team. The District has established and implemented a Return to District Transition Plan for all students currently receiving services out of the District. This plan is reviewed at the student's annual IEP meeting or earlier if warranted. Anytime an IEP team determines that a student needs a more restrictive setting to be successful, the full continuum of services is offered first in the District, other supports brought in if necessary, then through the Re-evaluation Process, data is collected to determine the need for a more restrictive setting in order to support the student's need.

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.

1. District Policy of Behavioral Support Services:

The Keystone Oaks School District board policy number 113.1, titled "Positive Behavior Support" was originally adopted November 16, 1998, however it was last revised December 13, 2016. The board policy directs that the following principles shall govern the use of behavior supports and interventions for students with disabilities:

1. Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of adverse techniques, punitive "time out" and the unreasonable use of restraints.
2. Behavior support programs and plans must be based on a functional assessment of behavior and use positive behavior techniques.
3. Behavior support programs must include research-based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment.
4. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student shall be the least intrusive necessary.

5. The use of restrains is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.
6. Nothing in this policy shall be construed to require the development of a separate behavior support or intervention plan when appropriate positive behavioral interventions, strategies, and supports, consistent with the requirements of this policy, can be incorporated into body of the IEP.

2. Training:

The Keystone Oaks School District provides on-going training for Crisis Prevention and Intervention (CPI) across the District on de-escalation techniques and safe physical management. The foundations of CPI emphasize early intervention and nonphysical methods for preventing and managing disruptive behavior. The District has two in house CPI trainers who provide an initial 8 hour training session to all new staff. A refresher training to certified staff is held annually or as the need arises. Consultation with trainers also occurs upon request to ensure that the procedures are being followed and intervention are effective and appropriate. The Keystone Oaks School District has a crisis team available to intervene with students who become a safety risk at all building levels. Students who have the use of Crisis Prevention and Intervention (CPI) in their IEPs have individual crisis teams identified in their Positive Behavior Support Plans (PBSP).

School Wide Positive Behavior Interventions and Supports (SWPBIS) has been implemented at Dormont Elementary since 2016-2017. During the summer of 2018, lead teams at Aiken Elementary, Myrtle Elementary, and Keystone Oaks Middle School were trained by staff from the Allegheny Intermediate Unit #3(AIU3) over a 2 day period. Throughout the 2018-2019 school year the lead teams have been working to implement SWPBIS, train the rest of the staff, and begin several activities and supports for the students. Full implementation is expected to occur for the 2019-2020 school year. The District plans to train a lead team at Keystone Oaks High School during the summer of 2020. Ongoing training and support will continue to be provided in collaboration with the AIU3.

3. School-Based Behavioral Health Services:

The Keystone Oaks School District currently contracts independently with two Master's level therapists who are Licensed Professional Counselors or Licensed Social Workers, and fulfill the role of a School Based Therapist. The job of the "School-Based Mental Health Therapist" is done for the purpose(s) of providing services related to the delivery of mental health care to assigned students at the designated school location and will provide consultation services to the school staff to support the overall mental health goals. Each therapist maintains a caseload of 20-30 students, provide individual therapy, collaborates with teachers and parents, and act as an interagency liaison.

The District also contracts with Chartiers Center for a Student Assistance Program (SAP) Liaison and an Outpatient Therapist. The SAP Liaison provides consultation at all ESAP/SAP meetings across the District, conducts behavioral health assessments, and provided group therapy to identified students. The Outpatient Therapist provides therapy on site at both the Middle School and High School and bills services through the student's insurance. The District is currently working with Chartiers Center and Allegheny County to extend the outpatient license to both Myrtle and Dormont Elementary school.

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.
1. The Keystone Oaks School District currently does not have difficulty ensuring FAPE for an individual student or a particular disability category. In the event that a student would become hard to place, the District would utilize the services of the Intensive Interagency Coordination through the Allegheny Intermediate Unit. The Intensive Interagency Coordination facilitates interagency problem-solving through a team approach in order to coordinate services for students and their families.
 2. The Keystone Oaks School District strives to provide a continuum of programs to ensure Least Restrictive Environment (LRE) including K-12 programs for Emotional Support, Autistic Support, Learning Support, and Life Skills Support. These programs have been successful in keeping students within the district and in their neighborhood school. Through interagency collaboration the District is able work with with other agencies including the Allegheny County's Department of Human Services, Family Links, Kids Voice and Child and Youth Representatives to obtain appropriate support for families in need of referrals to behavior health agencies, case management services, and/or partial hospitalization or inpatient hospitalization. The District has also built partnerships with educational institutions including, but not limited to: The Bradley Center, Watson Institute, Wesley Services, PACE School, ACLD Tillotson School, School for the Blind and School for the Deaf. The District has been successful in transitioning students back to the district from these educational institutions.
 3. The Keystone Oaks School District is committed to the continued implementation of a District wide Student Assistance Program as well as the continuation of providing Mental Health Support within the district. The District will be exploring the implementation of a different Cyber education program to replace it's current program to enable students with attendance issues and social phobias an alternate route to completing school credits.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
The Children's Institute	Approved Private Schools	Multiple Disabilities Support	1
Watson Institute Social Center for Academic Achievement (WISCA)	Other	Autistic Support	1
Wesley K-8 School	Approved Private Schools	Emotional Support	3
Wesley High School	Approved Private Schools	Emotional Support	1
Western PA School for the Deaf	Other	Deaf or Hard of Hearing Support	1
Pathfinder School	Other	Autistic Support	3
Watson Institute - Education Center South	Approved Private Schools	Autistic Support	6
The Bradley Center School	Other	Emotional Support	3
DePaul School for Hearing and Speech	Approved Private Schools	Deaf/Hearing Support	1
ACLD Tillotson School	Approved Private Schools	Autistic Support	1
The Children's Institute Job Span	Approved Private Schools	Job Span Program	1
Blind & Vision Rehabilitation Services of Pittsburgh	Other	Vision Support Vocational Training Program	1
Easter Seals	Approved Private Schools	Multiple Disabilities Support	1
Watson Institute - Friendship Academy	Approved Private Schools	Emotional Support	1
PACE School	Approved Private Schools	Emotional Support	1
PRIDE Program	Other	Life SKills Support Transition Program	1
PLEA School	Other	Autistic Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	6	0.45
Locations:				
Aiken Elementary (RH)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	3	0.45
Locations:				
Aiken Elementary (RH)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 7	1	0.1
Locations:				
Aiken Elementary (RH)	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: Position

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 10	2	0.5
Locations:				
Dormont Elementary (DL)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FT E
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	5	0.5
Locations:				
Dormont Elementary (DL)	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: Position

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 11	1	0.45
Locations:				
Dormont Elementary (KB)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	9 to 9	1	0.45
Locations:				
Dormont Elementary (KB)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FT E
Itinerant	Multiple Disabilities Support	10 to 10	1	0.1
Locations:				
Dormont Elementary (KB)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 1, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FT E
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Itinerant	Speech and Language Support	5 to 8	15	0.3
Locations:				
Aiken Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FT E
Itinerant	Speech and Language Support	11 to 13	11	0.2
Locations:				
Keystone Oaks Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FT E
Itinerant	Learning Support	9 to 11	10	0.5
Locations:				
Myrtle Avenue Elementary (ED)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FT E
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 10	1	0.5
Locations:				
Myrtle Avenue Elementary (ED)	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: Position

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FT E
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Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 11	3	1
Locations:				
Myrtle Elementary (ET)	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: Position

Implementation Date: February 1, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FT E
Itinerant	Speech and Language Support	7 to 11	11	0.3
Justification: This program services students in grades 2-5 but in separate instructional groups at separate times throughout the day.				
Locations:				
Aiken Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FT E
Itinerant	Speech and Language Support	5 to 12	33	0.7
Justification: This program services students in grades K-5 but in separate instructional groups at separate times throughout the day.				
Locations:				
Myrtle Elementary School	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: Position

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FT E
Itinerant	Learning Support	11 to 12	10	0.5
Locations:				
Keystone Oaks Middle School (HM)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FT E
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	4	0.5
Locations:				
Keystone Oaks Middle School (HM)	A Middle School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FT E
Itinerant	Learning Support	12 to 13	13	0.5
Locations:				
Keystone Oaks Middle School (KH)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FT E
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	3	0.5
Locations:				
Keystone Oaks Middle School (KH)	A Middle School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FT E
Itinerant	Learning Support	13 to 14	7	0.5
Locations:				
Keystone Oaks Middle School (MP)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FT E
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	4	0.5
Locations:				
Keystone Oaks Middle School (MP)	A Middle School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 29, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FT E
Itinerant	Autistic Support	11 to 13	6	0.8
Locations:				
Keystone Oaks Middle School (CB)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FT E
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 12	2	0.2
Locations:				
Keystone Oaks Middle School (CB)	A Middle School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FT E
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 14	3	0.3
Locations:				
Keystone Oaks Middle School (CB)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 14	3	0.6
Locations:				
Keystone Oaks Middle School (CB)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 13	1	0.1
Locations:				
Keystone Oaks Middle School (CB)	A Middle School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 19	10	1
Justification: This program services students in grades 9-12 but in separate instructional groups at separate times throughout the day. For each student assigned to this caseload, the IEP team determined it was an appropriate placement, despite the age range of students.				
Locations:				
Keystone Oaks High School (DD)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 25, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	23	0.9
Locations:				
Keystone Oaks High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FT E
Itinerant	Learning Support	14 to 18	25	1
Locations:				
Keystone Oaks High School (MT)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	19 to 19	1	0.25
Locations:				
Keystone Oaks High School (ME)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FT E
Itinerant	Emotional Support	19 to 19	1	0.2
Justification:				
Locations:				
Keystone Oaks High School (ME)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Autistic Support	17 to 17	1	0.05
Locations:				
Keystone Oaks High School (ME)	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 25, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FT E
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 18	3	0.5
Locations:				
Keystone Oaks High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FT E
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 18	3	0.5
Locations:				
Keystone Oaks High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 25, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FT E
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	10	0.9
Locations:				
Dormont Elementary (CS)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FT E
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Itinerant	Learning Support	7 to 7	1	0.1
Locations:				
Dormont Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FT E
Itinerant	Autistic Support	5 to 9	8	1
Locations:				
Dormont Elementary (WM)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FT E
Itinerant	Emotional Support	14 to 16	16	0.4
Locations:				
Keystone Oaks High School (JG)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FT E
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 18	4	0.3
Locations:				
Keystone Oaks High School (JG)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FT E
Itinerant	Learning Support	15 to 18	4	0.3

Locations:				
Keystone Oaks High School (JG)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 25, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 10	3	0.05
Justification: This program services students in grades K-5 but in separate instructional groups/buildings at separate times throughout the day. For each student assigned to this caseload, the IEP team determined it was an appropriate placement, despite the age range of students.				
Locations:				
Myrtle Elementary School, Dormont Elementary School	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%)	Deaf and Hearing Impaired Support	13 to 13	1	0.02
Locations:				
Keystone Oaks School District Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 25, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	7	0.9
Locations:				
Myrtle Avenue Elementary (MP)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 8	1	0.1
Locations:				
Myrtle Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FT E
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 9	8	1
Locations:				
Myrtle Elementary (AU)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FT E
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 10	4	0.8
Locations:				
Dormont Elementary (JH)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FT E
Itinerant	Emotional Support	8 to 11	2	0.2
Locations:				
Dormont Elementary (JH)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 25, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 13	6	0.45
Locations:				
Keystone Oaks Middle School (BP)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	2	0.45
Locations:				
Keystone Oaks Middle School (BP)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11	1	0.1
Locations:				
Keystone Oaks Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #29 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 27, 2018

Explain any unchecked boxes for facilities questions: Additional classroom needed at Aiken Elementary due to expansion of program

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	5	0.5
Locations:				
Aiken Elementary (NK)	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 11	5	0.5

Locations:				
Aiken Elementary (NK)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 1, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FT E
Itinerant	Speech and Language Support	5 to 11	31	0.8
Justification: This program services students in grades K-5 but in separate instructional groups at separate times throughout the day.				
Locations:				
Dormont Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FT E
Itinerant	Speech and Language Support	14 to 18	4	0.1
Locations:				
Keystone Oaks High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FT E
Itinerant	Speech and Language Support	13 to 14	5	0.1
Locations:				
Keystone Oaks Middle School	A Junior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education	District	1
School Psychologist	District	1
Paraprofessionals – Personal Care Assistant	District	10
Paraprofessionals - Instructional	District	18
Supervisor of Pupil Services	District	1
Special Education Transition Coordinator	District	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Mental Health Therapist K-5	Outside Contractor	5 Days
Watson Consultants	Outside Contractor	30 Minutes
Chartiers Valley MH/MR: SAP Liaison and Mental Health Assessment	Outside Contractor	1 Hours
Mental Health Therapist 6-12	Outside Contractor	5 Days
Occupational Therapy	Intermediate Unit	3 Days
Physical Therapy	Intermediate Unit	2 Days
Nursing - Child specific	Outside Contractor	5 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

Not applicable

District Accomplishments

Accomplishment #1:

District scores exceeded state scores in many grade levels on PSSA in English/Language Arts, math, and science.

Accomplishment #2:

Keystone Biology scores have increased over the years

District Concerns

Concern #1:

Math is still a concern, based on performance on state tests

Concern #2:

Comprehensive professional development needs to continue in PA Core for teachers to fully instruct and assess the new standards.

Concern #3:

Curriculum needs to continue in all content areas to fully address Academic and PA Core Standards.

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:

Math is still a concern, based on performance on state tests

Comprehensive professional development needs to continue in PA Core for teachers to fully instruct and assess the new standards.

Curriculum needs to continue in all content areas to fully address Academic and PA Core Standards.

Systemic Challenge #2 (*Guiding Question #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Aligned Concerns:

Math is still a concern, based on performance on state tests

Comprehensive professional development needs to continue in PA Core for teachers to fully instruct and assess the new standards.

Curriculum needs to continue in all content areas to fully address Academic and PA Core Standards.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Indicators of Effectiveness:

Type: Annual

Data Source: District Curriculum

Proficiency Levels on PSSA and Keystone Exams

Specific Targets: Increase in proficiency levels from the baseline reflected in the 2018 PSSA in the years 2019 and beyond

Keystone Exams in Biology, English and Math administered in 2018 will provide baseline data. Increase in proficiency levels on the Keystone Exams beginning in 2018 and beyond.

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:

Curriculum Alignment

Description:

Updated District Curriculum in Core Content Subjects

Grade Level and Department teams use a combination of released time and inservice time to align curriculum

Start Date: 7/5/2020 End Date: 9/9/2023

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

SAS Portal Staff Development

Description:

Provide on-going professional development on the SAS portal related to standards, assessment, assessment creator, and voluntary model curriculum

Start Date: 11/4/2020 End Date: 6/2/2023

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

PA Common Core Standards

Description:

Professional development programs will be scheduled on contents of Common Core, crosswalking of Common Core to PA Standards, and integration of PA Common Core Standards in District Curriculum.

Start Date: 7/5/2020 End Date: 6/2/2023

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

Supported Strategies:

- Curriculum Mapping

Curriculum Development

Description:

The K-12 curriculum will be aligned to the PA Core Standards and the existing PA Standards. A curriculum cycle will be initiated in which all curricular areas are reviewed on a 3-5 year cycle to maintain alignment updated to the current standards and best practices.

Start Date: 7/5/2020 End Date: 6/3/2023

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Curriculum Mapping

Goal #2: Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Indicators of Effectiveness:

Type: Annual

Data Source: Assessment results, including PSSA and Keystone results, as well as formative and diagnostic assessment results.

Specific Targets: Identification of curricular resources through each planned course of study.

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

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

Implementation Steps:

Curriculum Review Process

Description:

As part of the curriculum development and review process, resources will be aligned, learning progressions will be reviewed, and teachers will develop new lesson plans.

Start Date: 7/5/2020 End Date: 6/10/2023

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Common Assessment within Grade/Subject
- Curriculum Mapping

Review of current PA Core and Academic Standards

Description:

As part of the curriculum development process, teachers will review resources from the SAS site to update their knowledge and implementation of standards

Start Date: 7/5/2020 End Date: 6/3/2023

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Common Assessment within Grade/Subject
- Curriculum Mapping

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Patricia Shaw on 4/15/2019

Board President

Affirmed by William Stropkaj on 4/16/2019

Superintendent/Chief Executive Officer