Penn-Trafford SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

1006 Harrison City-Export Rd
PO Box 530
Harrison City, PA 15636
(724)744-4496
Superintendent: Matthew Harris
Director of Special Education: Gregory Karazsia

Planning Process

The District Level Comprehensive Planning process is critical in assuring our focus on student success and District-wide systems that support student achievement. The Comprehensive Planning journey within the Penn-Trafford School District is part of an ongoing process in which data is analyzed to assess the needs and systemic challenges within the District. The current long term planning cycle began during the summer of 2018 and will continue through July 1, 2023. Data will be reviewed annually to monitor progress. Principals and District level administrators provided leadership for the development of the District Level Comprehensive Plan. The Assistant Superintendent facilitated the process. Principals will provide oversight for school level development, implementation and review processes. The Director of Student Services led the development of the Special Education and other student service related components of the Comprehensive Plan. The District Level Comprehensive Plan will provide direction for the development and improvement of priority goals. To sustain momentum and assure focus on priority items, District Level Comprehensive Plan reviews will also be ongoing through the end of the three year District Plan.

Mission Statement

The mission statement of the district has always been "Effective, Efficient, Quality Education". We deliver quality education at a low cost per student ratio.

Vision Statement

The Board of Director's vision for the district when Penn-Trafford is operating at its ideal best incorporates the following:

- Experiential learning will occur through internships; simulations, observations and instruction embedded in real life experiences.

- Virtual instructional tools will support customized learning where the primary goal is learning without the barrier of time.

- Student engagment in the learning process.

The Penn-Trafford Board of Directors believes:

- All students not only can learn, but they have an innate desire to learn.

- Education should be customized to "meet" students at their interest and ability level.

- Soft skills and language acquisitions are critical educational components for success in the 21st Century and beyond.

- School must be a safe environment for all students and staff.

The Penn-Trafford School Distirct's Non-Negotiable Goals are as follows:

- Higher Level Questioning Skills that are inquiry based will be defined and implemented in all K-12 instructional practices.

- K-12 English Language Arts Program will be aligned to include best instructional strategies and practices to benefit students of any ability level.

- K-12 Mathematical Program will implement best instructional practices to benefit students of any ability level.

- Soft Skills Development will be implemented K-12 as part of our career-awareness program with emphasis on workforce development.

Shared Values

The following is a list of shared values that each school has incorporated to support the district mission and vision:

CORE VALUES

Harrison Park Elementary
Mission: To inspire growth and learning in a creative, challenging, and safe environment.
Core Values: Integrity, Empathy, Hard Work, Compassion, Reliability, Trust, Responsibility

McCullough Elementary
Mission: MC = E3 -- Equip for the Future, Enhance Abilities, Empower to Achieve Building a foundation for life long learning active learning
Core Values: Connect classroom learning to real world experiences, Education will be student centered - not test centered, Promote creativity, Caring and Compassionate

Level Green Elementary
Mission: Leading Generations
Core Values: Independent Learners/Effective Teaching - Traits shared by all: Honesty, Respectful, Loyalty, Kind, Responsible, Helpful, Compassion

Sunrise Estates Elementary
Mission: Where the sun rises east empowering all students together
Core Values: Respect, Collaboration, Compassion, Trustworthy, Positive School Environment, Strong Work Ethic

Trafford Middle and Elementary Schools
Mission: To provide appropriate and engaging learning opportunities that instills a passion for learning in a caring atmosphere.
Core Values: Instill hope, Everyone has a desire for improvement, Integrity, Support for each other

Penn-Trafford High School
Mission: To empower students to positively impact the world around them.
Core Values: Personalize everyday, Make an effort to get to know each student, Unity of the district for the future, Average is over, Willingness to implement change

Educational Community

The district's educational community has remained consistent over the years. On the western edge of Westmoreland County in Western Pennsylvania, the Penn-Trafford School District begins approximately 18 miles to the southeast of Pittsburgh. The district is wedged-shaped and is approximately twenty (20) miles long and eleven (11) miles wide at its broadest point covering 32 square miles. The Penn-Trafford School District encompasses the communities of Trafford, Penn and the Township of Penn. A number of new housing plans have added a suburban blend to the rural and communal past. Because of its infrastructure and location the district has limited industry and business.

Recently there has been a surge of new housing developments that have been approved by the Township.

The school district has a current enrollment of 3,912 students. The numbers by school buildings are:

High School - 1283 students.

Penn Middle School - 576 students.

Trafford Middle School - 344 students.

Harrison Park Elementary School - 454 students.

Level Green Elementary School – 256 students.

McCullough Elementary School - 391 students.

Sunrise Elementary School - 321 students.

Trafford Elementary School - 197 students.

The district employs 244 classroom teachers. The district's administrative staff of fifteen consists of seven Principals, two Assistant Principals, one Technology Coordinator, one Director of Learning Supports, one Business Manager, one DIrector of Maintenance, one Assistant Superintendent, and the Superintendent.

The location of the district offers families close proximity to nearby cities of Greensburg, Irwin, Jeannette and Murrysville. Approximately twenty miles west is the City of Pittsburgh offering many cultural activities in an urban setting. To the east, the Laurel Highlands offers outdoors and recreational opportunities such as camping, skiing, sightseeing, fishing, hunting, bike riding and hiking.

Planning Committee

Name	Role
Greg Capoccioni	Administrator : Professional Education
Matthew Harris	Administrator : Professional Education
Scott Inglese	Administrator : Professional Education
Gregory Karazsia	Administrator : Special Education
Scott Coy	Business Representative : Professional Education
Joe Satira	Business Representative : Professional Education

Jen Haberberger	Community Representative : Professional Education
Amy Horvat	Community Representative : Professional Education
Lew McCracken	Ed Specialist - Instructional Technology : Professional Education
Lisa Popovich	Ed Specialist - Other : Professional Education
Scott Mickey	Elementary School Teacher - Regular Education : Professional Education
Shaun Rinier	Elementary School Teacher - Regular Education : Professional Education
Nick Lynn	High School Teacher - Regular Education : Special Education
Phil Moses	High School Teacher - Regular Education : Professional Education
Jeff Newsom	High School Teacher - Regular Education : Professional Education
Brian Carlton	High School Teacher - Special Education : Special Education
Colleen Jones	High School Teacher - Special Education : Special Education
Chuck Fontana	Middle School Teacher - Regular Education : Professional Education
Frank Pecora	Middle School Teacher - Regular Education : Professional Education
David Meyers	Parent : Professional Education
Tiffany Stewart	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies,	Developing	Developing

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

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

- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

> *None.*

Elementary Education-Intermediate Level

Checked answers

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

Unchecked answers

> *None.*

Middle Level

Checked answers

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

Unchecked answers

> *None.*

High School Level

Checked answers

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

Unchecked answers

None.

Explanation for any standards checked:

We have been actively engaged in developing, expanding and improving all subhect areas and standards at each level of instruction.

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:

During PLC time, teachers review the standards and common core objectives to ensure that the instruction is alligned to the state. We have 30 minutes a day of PLC time available for the teachers.

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:

During PLC time, teachers review the standards and common core objectives to ensure that the instruction is allligned to the state. We have 30 minutes a day of PLC time available for the teachers.

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:

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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:

During PLC time, teachers review the standards and common core objectives to ensure that the instruction is alligned to the state. We have 30 minutes a day of PLC time available for the teachers.

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.

During the planning process teachers utilize the professional learning communities to help create these modifications and accomodations. Classroom teachers work closely with the special ed teachers, the SAP team, and members who are responisble for the child's 504 and/or IEP to ensure that these accomodations are being provided throughout daily classroom instruction.

Instruction

Instructional Strategies

Checked Answers
- Formal classroom observations focused on instruction

- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers
- Administrators
- Building Supervisors
- Instructional Coaches

Unchecked Answers
- Department Supervisors
- Not Reviewed

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

All principals conduct formal and informal observations utilizing the Danielson Framework for Teaching. We have 30 minutes per day each morning which is dedicated to teacher professional development. As part of this process, all items on the above checklist are discussed. Math and Reading specialists are utilized to align curriculum and instruction to the PA Core. Instructional coaches work with teachers on using data to plan lessons that focus on deficiencies. In addition, we review our curriculum annually in Math, ELA and Science. Other disciplines are reviewed every 7 years.

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

We recently eliminated department chairs for budgetary purposes. The building principals have assumed those responsibilities.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

1. We pull applicants from PA Educator, local job advertising, subsitute list and Student Learning Assistant list.
2. Credentials are reviewed and screen based on qualifications and set credentials.
3. Candidates are screened with a first round interview using a rubric.
4. Canidates are futher screened by a second round interview using a rubric.
5. Final candidates are required teach a lesson in front of students.
6. The final process is a thorough reference check.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	25.00	25.00	25.00
English	4.00	4.00	4.00
Mathematics	3.50	3.50	3.50
Social Studies	3.50	3.50	3.50
Science	3.50	3.50	3.50
Physical Education	1.00	1.00	1.00
Health	0.50	0.50	0.50

Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	7.00	7.00	7.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

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

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

World Language		X				X

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
District Created Summative Assessments	X	X	X	X
PSSA, Keystone Exams		X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
District Created Common Assessments	X	X	X	X
District Created Assessments	X	X	X	X
Fountas and Pinnell	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Multiple teacher generated formative assessments	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT		X		X
STAR	X	X		
District Created Pre/Post Tests	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

The process review starts at the school level between the teachers and the administration. Math and Reading Specialists have also helped to ensure that the asessments are alignned with the state standards and that they are appropriate. They have worked with our teachers to create our own district benchmark assessments and pre/post tests. We also ensure that the assessments are designed in the format that the state utilizes to serve as a practice for state testing. The district has also untilized the services of Dr. Jeri Thompson from the Center of Assessment to review our ELA text dependent analysis assessement process.

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.

It is not applicable.

Collection and Dissemination

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

All data is collected by our instructional and data coaches and is housed in the Edinsight platform. From there all data is easily accessed and analyzed by adminstration and teachers. The goal is to simplify and organize data so schools have a more holistic view of student performance that drive curriculum, differentiated instruction, assessment processes, and intervention strategies. Staff can spot trends and do big-picture data analysis. Teachers, principals, and administrators can view detailed personalized student performance information at the individual student level, class level, grade level, building level, district level and custom focus group level.

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.

We have special resources, instruction, and classes available for any student below basic, basic, or for students who just made the cut off score for proficiency. Student Learning Assistants and tutors have been hired at all buildings to group and work with students who are not proficient. Keystone remediation courses have also been created at the high school to address students deficiencies.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS

	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.

District created common assessments and pre/post tests serve as the primary source of data that is used to focus and drive instruction based on individual student needs.
Assessment anchor data is housed and reported out in On-Hand Schools where it is analyzed by teachers. This data is then used to provide students with supplemental instruction in areas of weakness.

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

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

We want open communication about everything the student is expected to do at Penn-Trafford. We use a wide variety of methods to communicate these strategies. The district wants to be transparent with the parents and the community as it relates to assessment information.

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

This narrative is empty.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The proficiency levels at each school have always been good. We do not have any struggling schools. Growth is monitored and tracked through district created benchmark assessments and PVASS. We continue to monitor instruction and assessments to ensure they are aligned to the PA Core Curriculum.

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		
Conflict Resolution or Dispute Management	X	X	X	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:

This narrative is empty.

Screening, Evaluating and Programming for Gifted Students

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

The Penn-Trafford School District (PTSD) provides information to the residents of Penn-Trafford regarding the district's gifted education services and programs that are offered through the Annual Public Notice of Services for Students that are Gifted. PTSD place the Annual Public Notice in the Tri-County newspaper Tribune Review and the local district paper Penn-Trafford News. In addition, the school district provides this information via the school district website and in the Student Handbooks.

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

1. School Wide Screening for students thought to be gifted:

- The councilors review the group-administered standardized achievement test scores and the group-administered assessment of cognitive ability for all second graders and identify students who should be referred for further screening

o Looking for high cognitive and achievement scores

o Complete the Level I screening

o If Level I criteria is met, continue with Level II screening

  2. Level I Screening

- Group-administered assessment of cognitive ability (Terra Nova InView) score is entered onto the District Eligibility Matrix. For students, who do not have a recent estimate of cognitive ability complete the counselor will administer a replacement assessment.

- Grade Point Average and most recent Reading and Math achievement scores are added to the Matrix.

- Teachers complete the PT acquisition and retention form and return to counselor to enter into the Matrix

- Students, whose Level I screening score is above the cut score, or have strong recommendation from the teacher will proceed to Level II screening

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

A. District Eligibility Matrix:

1. School Wide Level One Screening for end of Second Grade through Third Grade:

- The councilors review the group-administered standardized achievement test scores and the group-administered assessment of cognitive ability for all second graders and identify students who should be referred for further screening

  o Looking for high cognitive and achievement scores

  o Complete the Level I screening

  o If Level I criteria is met, continue with Level II screening

  o If Level II criteria is met, proceed in gathering additional referral information and forward to Administration

2. Level I Eligibilty

- Group-administered assessment of cognitive ability (Terra Nova InView) score is entered onto the District Eligibility Matrix. For students, who do not have a recent estimate of cognitive ability complete the counselor will administer a replacement assessment.

- Grade Point Average and most recent Reading and Math achievement scores are added to the Matrix.

- Teachers complete the PT acquisition and retention form and return to counselor to enter into the Matrix

- Students, whose Level I eligibility score is above the cut score, or have strong recommendation from the teacher will proceed to Level II matrix

3. Level II Eligibilty

- Teacher completes a Scales for Identifying Gifted Students form

- Counselor scores the form and adds the results to the Matrix

- If the Level II eligibilty indicates the need for assessment the referral packet is completed and forwarded to the Administration office.

  o Teacher contact should not include positive or negative pre-judgments.

  o Do offer comments such as "your child is a very good student," "your child is a good reader," "your child struggles with math."

o   Do not offer comments of whether or not you believe the child is gifted.

4. Parent Request for Gifted Evaluation

- Even if level 1 and 2 eligibilty results do not suggest a gifted evaluation is needed, parent is *offered* the Parent Request for Gifted Evaluation form in the event that the parent still wants to request a gifted evaluation.

- In the event that a parent is discussing a possible gifted evaluation, teacher contact should not include positive or negative pre-judgments. Do not offer comments of whether or not you believe the child is gifted.

5. Evaluation Procedures:

- Once a referral has been decided upon collected data is forwarded to the Administration Office

- The school psychologist evaluates the student using a complete IQ test and portions of an achievement test

- Psychologist completes Level 3 of the Gifted Eligibility Matrix form and calls the parent to inform them of the evaluation results.

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.

A. **Elementary Spectrum**
 students receive gifted support at least once a week for 45 minutes. The Elementary Spectrum curriculum is enrichment based. During the Elementary Spectrum support, students will explore identified strength areas through STEAM (Science, Technology, Engineering, Arts, and Mathematics). Additionally, students will receive enrichment in social sciences as strength and interest warrant.
 1. Grades K-2: Gifted support provided in cooperation with the regular education teacher. Identified strength areas will be supported within the curriculum and beyond the scope of the regular education curriculum.
 2. Grade 3: Identified strength areas will be supported within the curriculum and beyond the scope of the regular education curriculum.
 3. Grade 4: Identified strength areas will be supported within the curriculum and beyond the scope of the regular education curriculum.
 4. Grade 5: Identified strength areas will be supported within the curriculum and beyond the scope of the regular education curriculum.
 5. Gifted Enrichment Events: Gifted competitions are held throughout the year in conjunction with the Westmoreland Elementary Gifted Educators Coalition (WEGE). Gifted competitions are designed to target strength areas as well as interest areas.
 6. Student responsibilities when missing instruction in general education classrooms:

B. **Middle School Spectrum**

 students receive gifted support at least once a week for 42 minutes. The Middle School Spectrum curriculum is enrichment based. During Middle School Spectrum support, students will explore identified strength areas and self-identified interest areas through STEAM (Science, Technology, Engineering, Arts, and Mathematics).

 1. Science
 2. Technology
 3. Engineering
 4. Arts/Communications
 5. Arts/Performance and Fine arts
 6. Mathematics
 7. Social Sciences
 8. Gifted Enrichment Events: Gifted competitions are held throughout the year in conjunction with the Westmoreland County Gifted Coalition (WCGC). Gifted competitions are designed to target strength areas as well as interest areas.
 9. Student responsibilities when missing instruction in general education classrooms:

C. **High School Spectrum**

 students receive gifted support through enrichment beyond the regular curriculum based on their strengths, interests and prospective career goals. The High School Spectrum curriculum is enrichment based. During High School Spectrum study halls and enrichment sessions, students will explore identified strength areas and self-identified interest areas through STEAM (Science, Technology, Engineering, Arts, and Mathematics). Students explore careers in all areas of interest through several different opportunities each year.

 1. Science
 2. Technology
 3. Engineering
 4. Arts/Communications
 5. Arts/Performance and Fine arts
 6. Mathematics
 7. Social Sciences
 8. Career Awareness/Exploration
 9. Gifted Enrichment Events: Gifted Enrichment Events are held throughout the year in conjunction with the Westmoreland County Gifted Coalition (WCGC). Gifted events are designed to target strength areas as well as interest areas.
 10. Student responsibilities when missing instruction in general education classrooms:

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		
Bullying Prevention	X	X	X	
Career Awareness	X	X	X	X
Career Development/Planning				X
Coaching/Mentoring	X	X	X	X

	EEP	EEI	ML	HS
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

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
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X

Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Each day there is one hour of plc time built into the school day for planning and collaboration between the teachers. The topics of discussion stem from the admin and this is one of the many items that are addressed.

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

We have a transisition team that works with the local pre-schools to offer training, support, and curriculum updates to ensure that the children have a strong start in their K-12 school career.

Preschool Agency Coordination

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

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

1) The transition coordinator as well as the knidergarten teacher works with the child in teir educational setting prior to the start of the school year. We identify the needs that the students need to ensure that we have them available for the start of theschool year.

2) The preschool programs are not affliated with the district but we work with them as part of the kindergarten transition program.

3) We follow similar procedures as outlined in step one. The more input that we have from all stakeholders, the better the success of the child will have once they arrive to school.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

This is always and on-going process as we are continually monitoring and adjusting our curriculum. We make sure that it is alligned to the state standard and identify resources for each lesson.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

This is always and on-going process as we are continually monitoring and adjusting our curriculum. We make sure that it is alligned to the state standard and identify resources for each lesson.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

This is always and on-going process as we are continually monitoring and adjusting our curriculum. We make sure that it is alligned to the state standard and identify resources for each lesson.

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

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing

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

Provide explanation for processes used to ensure Accomplishment.

This is always and on-going process as we are continually monitoring and adjusting our curriculum. We make sure that it is alligned to the state standard and identify resources for each lesson.

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	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district

	classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of

	district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in

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

	district classrooms

Further explanation for columns selected "

This narrative is empty.

High School Level

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

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

Further explanation for columns selected "

This narrative is empty.

Early Warning System

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

Not answered

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	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

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

We have a professional development team that seeks input from all involved in order to provide training based on individual needs. A professional devleopmnet needs assessment was sent ot all staff. The data from the assessmet was used to build a professional devlopment plan for district inservice days and Professional Learning Community time.

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

All of the strategies were selected.

Professional Development

Penn-Trafford SD
Professional Development

Title:	Text Dependent Analysis
Description	Professional learning for teachers with a focus on selecting appropriate instructional and assessment texts, creating suitable text-dependent analysis prompts, and writing accurate responses to these prompts, in order for teachers to prepare close reading lessons for students. Preparing teachers to focus on the reading elements and or structure identified in the prompts as well as preparing teachers to score and assess the written responses for a TDA.
Person Responsible	Dr. Matthew Harris
Start Date:	8/19/2019
End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	2.0
# of Sessions:	18
# of Participants Per Session:	20
Provider:	Dr. Matthew Harris & Maureen Harris
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	The teachers are able to select appropriate instructional and assessment texts, create suitable text-dependent analysis prompts, and write accurate responses to these prompts. Teachers will be able to prepare close reading lessons for students. Teachers will be able to focus on the reading elements and or structure identified in the prompts. Teachers will identify how to score and assess the written responses for

	a TDA.
Research & Best Practices Base:	Work designed in correlation to the Pennsylvania Center for Assessment.
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	• Series of Workshops • Department Focused Presentation
Participant Roles:	• Classroom teachers • Related Service Personnel
Grade Levels:	• Elementary - Primary (preK - grade 1)

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

Penn-Trafford SD
Professional Development

Title:	National Institute for School Leadership (NISL)
Description	**Course 1: World-Class Schooling: Vision and Goals**
	Unit 1: The Educational Challenge 2 days
	This unit explains 1) why fundamental changes in the international economy have resulted in significantly higher educational requirements for all citizens in the advanced economies, and 2) why social development and ethical behavior are just as important as high academic achievement. Participants realistically assess the challenges school must meet to achieve high standards. They also examine the corrosive effect of pervasive low expectations for many poor and minority students. This unit also helps participants accept and embrace the goal of every student graduating from high school college-, career- and community-ready.
	Unit 2: Principal as Strategic Thinker 2 days
	This unit encourages participants to think strategically about the challenges they face and to develop a clear, powerful strategy for addressing those challenges. They learn to distinguish among tactical, operational and strategic thinking. School leaders apply decision-making processes they need to analyze complex situations, overcome barriers and accomplish objectives. Case studies in the military and business (enterprises that perform well with strategic thinking and operational planning) allow participants to adapt and apply their knowledge to new situations relative to the world of school.
	Unit 3: Elements of Standards Aligned Instructional Systems 2 days
	This unit challenges participants to develop a sophisticated understanding of the components of a high-quality, standards-aligned instructional system and how those components can be combined to boost student performance. School leaders will learn how to identify assessments genuinely aligned to standards, build curriculum frameworks that array topics logically to enable students to reach standards over time, and select instructional materials that are aligned with standards and the

frameworks that support all students in achieving the qualifications associated with future success in college, career and community life.

Unit 4: Promoting the Learning Organization   2 days

This unit examines the enhancement and support of teaching capacity through a focus on the school as a learning organization. Participants apply principles of deeper learning to professional development while looking at: 1) growth models for teachers and professionals, and 2) models of teacher accountability. A scenario-based, team-oriented simulation based around four quarters of the school year create opportunities for school leaders to engage with and learn from one another while working together to achieve a well-developed, shared team goal.

Action Learning: During this Course, participants identify the focus of their Action Learning and begin to develop their Context, Vision and Theory of Action.

Course 2: Sustaining Transformation through Capacity and Commitment

Required for Induction/Recommended for all Act 45 administrators
60 Act 45 hours (includes time for pre- and post-session assignments)

Unit 5: Coaching for High-Quality Teaching   2 days

This unit focuses on the principal's role in advancing greater instructional effectiveness in implementing the high quality, standards-based aligned instructional system discussed in Unit 3. Participants apply facilitative and direct coaching behaviors to common scenarios school leaders experience as managers of human capital and talent development. NISL promotes coaching as the principle lever for linking the research associated with professional learning with the day-to-day role of principal as instructional leader.

Unit 6: Teams for Instructional Leadership   2 days

This unit introduces the concept of the leadership team (not simply the principal) as the nexus of instructional leadership within the school. It combines this concept with the idea that distributing leadership and allocating responsibility to other teams of teachers and other

stakeholders in the school leverages the power of teams to get the work of the school done and to develop the knowledge and skills needed to build high-performing teams. Participants learn how to define the goals for teams, recruit and select their members, and motivate and coach them to success.

Unit 7: Ethical Leadership for Equity   2 days

Participants in this unit examine their roles as ethical leaders in their schools with a focus on equity, defined as providing equal access to the curriculum with appropriate supports to achieve college-, career- and community-ready qualifications. Day-to-day pressures of being a principal, standards-based reforms and new accountability requirements are fundamental conditions of the principal's job. In many situations, principals are so pressured by operational demands that they lack the time to think deeply about the ethical assumptions and implications underlying their decisions. Participants consider the moral principles of a just, fair and caring and how these principles guide participants' discussions and decisions about this unit's case studies and scenarios.

Unit 8: Driving and Sustaining Change   2 days

In this unit, participants further develop their capacity to design and lead an adaptive change process calculated to produce steady improvement in student achievement. School leaders learn to analyze the change process from the perspective of sustaining transformational change in an environment that is continually volatile, uncertain, complex and ambiguous. Participants also learn how to identify root problems and causes, gather intelligence, formulate a plan on the basis of appropriate data, select strategies, and develop sound implementation plans.

Action Learning: In this course, participants refine their Context, Vision and Theory of Action, develop their Strategies and Action Steps, and engage in a Consultancy Protocol to elicit feedback from their EDP colleagues prior to implementing their system change designed to improve student achievement and close the achievement gap.

Course 3: Focusing on Teaching and Learning

Unit 9: Foundations of Effective Learning   2 days

Course Three focuses closely on the system of the classroom. This unit

anchors Course Three with a detailed examination of the science of learning and is based on the premise that all school leaders should be students of learning. After exploring and articulating the ideas in How People Learn, we examine the proposition that a coherent theory of learning is essential to instructional system alignment. The unit includes several opportunities for leaders to explore ideas and questions in their own school contexts. Participants will engage in a consultancy-style protocol to incubate an idea for taking steps toward achieving instructional system coherence around a consistent theory of learning.

Unit 10: Leadership in the Instructional Core-English Language Arts and History 2 days

This unit is the first of two units that examine ways in which the research around how people learn, explored in the previous unit, is applied within the core disciplines. In particular, this unit examines the relationship of language to learning in reading and writing from early childhood through high school and their vital importance to knowledge building. This unit also focuses on history/social studies, exploring and applying the ideas that were studied in the previous unit to the discipline of history.

Unit 11: Leadership in the Instructional Core-Science and Mathematics   2 days

This is the second of two units that examine ways in which learning research is applied. Participants will examine how formative assessment and language interact in science and mathematics to help students learn. They will explore the importance of preconceptions and prior knowledge in learning. Instructional leaders will learn how to evaluate practices in science and mathematics classrooms to recognize high-quality teaching and the attributes of an environment in science and math classrooms that promote proficient science and math learners.

Unit 12: Final Case Simulation and Presentations   2 days

In this unit, school leaders are asked to explore how their participation in NISL has impacted their thinking around what it means to have students who are truly College, Career and Life Ready and the mechanisms and tools for helping students get there: applying strategic thinking to their school context, crafting and applying a clear vision for making decisions and setting priorities, improving the quality and alignment of their schools' instructional systems, high-quality teachers and teaching, and

	the organization and management of high-performing schools. Special emphasis is achieving equity through the design of school system structures and processes.
Person Responsible	Scott Inglese
Start Date:	7/1/2020
End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	7.0
# of Sessions:	24
# of Participants Per Session:	20
Provider:	Allegheny Intermediate Unit 3
Provider Type:	IU
PDE Approved:	Yes
Knowledge Gain:	The National Institute for School Leadership (NISL) is the leading provider of school leadership development supports in the country. NISL partners with schools, districts and state departments of education to provide leaders with the knowledge, skills and tools necessary to design and lead high-performing systems. By preparing leaders to serve as strategic thinkers, instructional leaders and creators of a just, fair and caring culture, NISL strives to create education systems that provide students equitable opportunities for learning and meet the highest standards.
Research & Best Practices Base:	NISL is the culmination of an $11 million R&D investment, five years of research and field-testing, and ongoing updates that leverage leading researchers and practitioners from education and other fields.
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff

roles:	professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Instructs the leader in managing resources for effective results.
Training Format:	• Series of Workshops • Online-Asynchronous • Offsite Conferences
Participant Roles:	• Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Joint planning period activities • Journaling and reflecting
Evaluation Methods:	• Participant survey • Review of written reports summarizing instructional activity • Portfolio • Job embedded Action Plan

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Penn-Trafford SD
Professional Development

Title:	SEPUP - Lab Aids
Description	SEPUP (Science Education for Public Understanding Program) in conjuction with the Lab Aids program provides teachers and students with student centered, inquiry based science lessons in grades 6 through 8. The program is aligned to the Next Generations Science Standards (NGSS). Teachers will be provided with training on how to implement the Earth/Space Science, Life Science and Physical Science curriculum. Teacher lesson plans and distirict curriculum guides will serve as evidence of professional development implementation.
Person Responsible	Scott Inglese
Start Date:	7/1/2019
End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	6.0
# of Sessions:	3
# of Participants Per Session:	5
Provider:	Lab-Aids Curriculum Specialist
Provider Type:	For Profit Company
PDE Approved:	No
Knowledge Gain:	Each session will provide teachers with experience in teaching approaches and science content focused on a particular topic in science education as well as science activities that can be used with students. SEPUP materials are often used to model effective instructional strategies. They were written by experts in education and field-tested in school districts and teacher education programs. Everything needed for an engaging lesson - everyday - is all part of the complete learning system. Meaningful activities and are supported by high-quality equipment. Teacher resources, in text and online, provide powerful tools for a diverse, student-centered classroom.
Research & Best Practices Base:	All of the Lab-Aids programs are developed by research-based institutions and are a product of rigorous research in content, cognitive development, and educational best-practice. These programs are linked to highly

	regarded institutions, like the Lawrence Hall of Science and the Educational Development Center, that also have a stake in maintaining their reputation of excellence. The research-based design process for curriculum development is based on hundreds of studies and publications that provide evidence around what works best for students. After initial development the programs are field-tested, reviewed for accuracy by scientists in the field, and in some cases, are reviewed by external evaluators to measure student learning. SEPUP is the embodiment of the research-based development process. Since its inception nearly 30 years ago, SEPUP has served as a focus of educational research. Doctoral dissertations, journal articles, conference papers, and federal studies have examined SEPUP's approach to science education and its effectiveness in the field.
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.

Training Format:	• Series of Workshops • Department Focused Presentation • Professional Learning Communities
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir
Grade Levels:	• Middle (grades 6-8)
Follow-up Activities:	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities • Journaling and reflecting
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data • Participant survey • Review of participant lesson plans

**Penn-Trafford SD
Professional Development**

Title:	Common Assessments
Description	At Penn-Trafford we implement local common assessments that are administered across all grade levels. Which are aligned to Pennsylvania Academic Standards. District committees develop assessments during in-service dates, summer and after school workshops. Several research-based concepts, such as Understanding by Design and Webb's Depth of Knowledge, are used to evaluate assessment rigor. The type of assessment can vary across departments (e.g., formative, summative, performance tasks, etc.). In addition to developing the common assessments, teachers are also required to administer the tests, evaluate the results, and discuss refinements to curriculum and instruction based on student outcomes.
Person Responsible	Scott Inglese
Start Date:	7/1/2020
End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology
Hours Per Session	2
# of Sessions:	18
# of Participants Per Session:	10
Provider:	Penn-Trafford School District Adminisration
Provider Type:	Non-profit Organization
PDE Approved:	No
Knowledge Gain:	Teachers will gain in depth understanding of the PA Academic standards and the eligible content. Districtwide common assessments are more equitable. The use of common assessments increases the likelihood that students will have access to the same curriculum, acquire the same essential knowledge and skills, take assessments of the same rigor, and have their work judged according to the same criteria. This is equity.
Research & Best Practices Base:	Several researchers who have concluded that team-developed common formative assessments are one of the most powerful strategies available to educators for improving student achievement. As Wiliam and

	Thompson (2007) found, the conversations surrounding the creation of common assessments are a powerful tool for professional development. The work and thinking invested in creating common assessments promotes the clarity essential to effective teaching.
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	• Series of Workshops • Department Focused Presentation • Professional Learning Communities
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • New Staff

	• Other educational specialists
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities • Journaling and reflecting
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans

Penn-Trafford SD
Professional Development

Title:	Data-Driven Instruction
Description	On an annual basis, district administration, building Principals, and teacher leaders analyze all district data. This includes the analysis of standardized test results from the PSSA, Keystone Exams, SAT, ACT, and Advanced Placement tests. It also includes PVAAS reporting, SPP, PA Future Ready Index, and local data. This analysis process is then continued through relevant departments, such as ELA and Mathematics and Science, to finalize an implementation plan and timeline.
Person Responsible	Scott Inglese
Start Date:	7/1/2020
End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology
Hours Per Session	2
# of Sessions:	18
# of Participants Per Session:	20
Provider:	Penn-Trafford School District Adminisration
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Data-Driven Instruction is a systematic approach to improving student learning throughout the year. Teachers will learn the cycle of data-driven instruction which includes assessment, analysis, and action and is a key framework for school-wide support of all student success.
Research & Best Practices Base:	The data analysis process is grounded in the Pennsylvania Department of Education's SAS program.
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

	• Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	• Series of Workshops • Department Focused Presentation • Professional Learning Communities
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Other educational specialists
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator

	and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities • Journaling and reflecting
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
8/1/2018 Training provided through PDE SAS Portal Course
The LEA plans to conduct the required training on approximately:
8/1/2023 Additional training is needed at this time.

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:
10/12/2015 Completed - Understanding Youth Suicide and Prevention through the Pennsylvania Intermediate Unit (PAIU)
The LEA plans to conduct the training on approximately:

8/19/2020 Additional training is needed at this time.

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA has conducted the training on:
10/12/2015 Completed
The LEA plans to conduct the training on approximately:
8/19/2020 Additional training is needed at this time.

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.

We have a very active professional development team which includes teacher and Leadership Team input. We also have and extensive Professional Learning Communites within each building built into the schedule. We have also moved to a differentiated professional

develoment model. On certain inservce days teachers may select the professional delvelopment opportunities that meets their individual needs.

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

This does not apply.

Induction Program

Checked answers

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

- Inductees will assign challenging work to diverse student populations.

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

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

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

- Inductees will effectively navigate the Standards Aligned System website.

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

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

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

Unchecked answers

    None.

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

The induction coordinator ensures that the above items are identified, learned, and carried out in the classroom. In addition, we have a comprehensive hiring process whch gives us the best candidates for any positions.

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

This does not apply.

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.

Each induction has a checklist that they are required to complete with their mentor, building administrator, team leader, and induction coordinator. The Leadership Team meets with new teachers monthly to address new teacher professional development.

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

This does not apply.

Mentor Characteristics

Checked answers

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

Unchecked answers

> *None.*

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

Each building principal works with the induction coordinator in selecting the candidate that will be the most helpful in producing a highly effective teacher. The building assigns the mentor verses posting or bidding.

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

This does not apply.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X		X	X		
Assessments		X				X
Best Instructional Practices		X				
Safe and Supportive Schools	X					
Standards				X	X	
Curriculum					X	X X

Instruction	X	X	X	X			
Accommodations and Adaptations for diverse learners		X					
Data informed decision making			X		X		
Materials and Resources for Instruction			X				

If necessary, provide further explanation.

Induction topics are chosen each year depending on the candidates experience and training.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

We use feedback forms from teachers, mentors, and admin. We survey the teachers as to what they need to know more of. We study data, teacher evaluations, and informal observations.

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: **407**

Identification Method

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

The Penn-Trafford School District (PTSD) will abide by 14.125 of the Pennsylvania Special Education Regulations when making a determination of Specific Learning Disability (SLD). A student may be identified as having a SLD when all four aspects of the SLD definition are met.

A. Inclusionary

1. Failure to meet age- or grade-level state standards or lack of adequate achievement in one or more of the following eight areas:

- Listening comprehension

- Oral expression

- Written expression

- Basic reading skill

- Reading fluency skill

- Reading comprehension

- Mathematics calculation

- Mathematics problem solving

Multidisciplinary evaluation (MDE) teams in the PTSD will consider multiple sources of data when making this determination. All sources of data considered will be referenced to state and/or national standards. Consideration will be given to current data as well as a review of the student's data across prior school years. The following sources of assessment data will be considered when determining failure to meet age- or grade-level standards:

- PSSA scores

- Referenced achievement test scores

2. Discrepancy: Pattern of strengths & weakness
Students in the PTSD will be administered norm-referenced measures of intellectual ability and achievement levels in order to determine if the student exhibits a pattern of strengths and needs, relative to intellectual ability, as defined by a severe discrepancy between intellectual ability and achievement.

The PTSD does not have a Response to Instruction and Intervention (RtII) plan approved by the Department of Education at this time. However, the district has implemented many components of an RtII approach. Currently, the district utilizes a research-based core curriculum in literacy and math. The district will develop a three-tier model of intervention. Administrators, psychologists, school counselors and selected regular education teachers have received training through the WIU and PaTTAN-Pittsburgh on RtII.

B. Exclusionary

3. Rule out:

- Vision, hearing, or motor/orthopedic problems/disabilities

- Intellectual Development Disabilities

- Emotional disturbance

- Cultural factors and/or limited English proficiency

- Environmental or economic disadvantage

The PTSD process will document that each of the above factors has been excluded from consideration either through screening or evaluation, if warranted.

Vision, hearing, or motor/orthopedic problems/disabilities: All students in the district have vision and hearing screenings completed regularly. These results will be checked. If concerns are present, the student will be re-screened. If there continues to be concern, the student will be referred o an optometrist, ophthalmologist, and/or audiologist to rule-out that the student's learning problems are primarily the result of a vision or hearing problem. If the student evidences motor problems, a screening by the occupational therapist will occur. If there are concerns, a referral for an evaluation by the occupational therapist will be made to rule-out that the student's learning problems are primarily the result of a motor problem.

Intellectual Disability: All students referred for an evaluation to determine eligibility for a specific learning disability diagnosis will be administered a measure of intellectual ability. If sub-average general intelligence is revealed, measures of adaptive behavior and another measure of intellectual ability will be administered to rule-out Intellectual Disability as the cause of a student's learning problems.

Emotional Disturbance: The student's discipline record will be reviewed. If the student displays behavioral/emotional concerns, teachers and parents will complete behavior-rating scales and systematic observations of the student's behavior will be completed. If significant behavioral issues occur that cannot be managed through a classroom management system, a Functional Behavior Assessment (FBA) will be completed and a Behavioral Intervention Plan (BIP) will be developed. For a student displaying behavior problems, the evaluation team will determine whether the student's learning problems are instigating the behavior or whether underlying emotional problems are impacting the student's ability to perform academically.

Cultural factors and/or limited English proficiency: All students entering the district are required to complete a questionnaire regarding their primary language spoken in the home. The English as a Second Language teachers to determine their level of English proficiency assesses students considered at risk. If a student is an English Language Learner or has issues related to his/her acculturation experience, the team will rule-out this as a causative factor when considering a diagnosis of SLD.

Environmental or economic disadvantage: In order to rule-out environmental or economic issues as a primary cause of a student's learning difficulties, the school counselor will review the students file. The parent will also be asked to complete a parent input form, which serves as a developmental and medical history form. The student's attendance records will be checked and the school nurse will complete an input form. If significant issues are found, they will be referred to the Student Assistance Program (SAP) for more support. The team will determine if the student's learning issues are primarily the result of environmental or economic factors if they are revealed.

4. Rule out lack of instruction by documenting:

- Appropriate instruction by qualified personnel

The PTSD will ensure that all students receive effective instruction utilizing research-based instructional strategies and materials in the core program. All students receiving reading instruction will receive instruction that emphasizes the essential components of reading namely phonemic awareness, phonics, vocabulary, fluency, and comprehension. All regular education students needing intervention in the literacy area in the primary grades will be provided with intervention utilizing research-based instructional strategies and programs. All teachers employed by the school district are certified by the Pennsylvania Department of Education to teach in their area of certification. All special education teachers are working towards and/or have attained Highly Qualified status. The principal, assistant principal, and central office administrators will observe the teachers and ensure that strategies and materials are implemented as specified. Additionally, a member or members of the evaluation team will observe the student referred for evaluation to determine eligibility for SLD identification in the regular education classroom setting and in the area(s) of difficulty. Formal observation procedures will be used. Additionally, classroom based assessments as well as intervention groups are communicated to the parents through report cards, parent-teacher conferences, separate mailings, and child study team meetings.

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

Based on the 2017-2018 School Year SPP data, the district has a discrepancy >10% for percentage of students identified for special education services (10.3%) compared to State (16.9%). To ensure stakeholders are aware of services the district publishes the Annual Public

Notice of Special Education services and programs, services for Gifted students, and services for Protected Handicapped students in the local newspaper and on the district's website.

In addition, the district provides trainings for all staff at each elementary and middle schools on the special education process, parent communication, and review of the newly implemented teacher input forms for special education evaluations.

Finally, the district has a Student Assistance Program team at each of the 8 schools in the district. The teams review and analyze student referrals and if appropriate a special education evaluation will be requested by the district.

Based on the 2017-2018 School Year SPP data, the district has a discrepancy >10% for percentage of students identified for Emotional Disturbance (7.8%) compared to State (8.6%), Other Health Impairment (10.6%) compared to State (15.7%), Specific Learning Disability (33.7%) compared to State (40.9%), Multiple Disabilities (2.8%) compared to State (1.1%), and Speech or Language Impairment (25.3%) compared to State (14.5%).

The district has reviewed the special education assessment tools last summer (2018) and has acquired the most recent assessment tool editions. In addition, given the student population within the district, a student qualifies or doesn't qualify the based on set criteria of the assessment tool.

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?

In the Penn-Trafford School District currently there are no facilities located in our district that provides services to nonresident student as per Section 1306 of the Public School Code. However, if a facility providing services to 1306 students were to move into the Penn-Trafford School District, we would follow the following state guidelines:
Educational Programs for Students in "Non-Educational" Placements 22 Pa. Code Section 14.102 (a)(2)(xiii)
HOST SCHOOL DISTRICT RESPONSIBILITIES
Under Section 1306 of the Pennsylvania School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student

receives a diploma or completes the school term in which they turn 21. The host district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a "free appropriate public education" for eligible children with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for "qualified handicapped students" with Service Agreements in accordance with § 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15.

The host school district cannot refuse to educate a student in a regular or special education program in a regular public school unless 1) A court order requires that the child be educated at the residential facility; 2) A current IEP and NOREP, or a service agreement under 22 PA Code Chapter 15, requires a different placement; 3) The child is currently expelled from his or her last educational placement due to a weapons offense (see, 24 P.S. § 13-1317.2(e.1)) or 4) The student is in an "interim alternative educational setting" and placed in accordance with the IDEA (see, 34 C.F.R. § 300.530 (c), (d)(5),and (g)). Students may not be presumptively assigned to alternative education programs for disruptive youth; such placements must be made in accordance with federal and state disciplinary protections referenced in the BECs;

- Alternative Education for Disruptive Youth (http://www.education.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/alter native_education_for_disruptive_youth/507342)

- Enrollment of Students (http://www.education.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/enro llment_ofstudents/507350).

For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, 8 the host district must consider the educational placement options to educate the student in the host district's public schools. If the host district and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student's educational needs, the host school district is responsible for providing the student with a Free Appropriate Public Education (FAPE) and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and §504 of the Rehabilitation Act. For students eligible for services under Chapter 14, this means the host school district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the host school district is responsible for conferring or meeting with the family and for developing a Service Agreement for a "qualified handicapped student" pursuant to Chapter 15.

Child Find Responsibility:

In addition to ensuring that an appropriate educational program is provided, the host school district has Child Find responsibility for children "thought-to-be" eligible for special education services and/or accommodations within the host school district's jurisdiction. This responsibility includes locating, identifying, and evaluating all §1306 students with suspected disabilities,

including but not limited to evaluating students for whom a request for an evaluation has been made. In fulfilling the Child Find obligation, the host school district cannot rely entirely on information from the facility, but must make independent efforts to ascertain whether eligible students are present. If a host school district suspects that a child may be eligible for special education or for a Service Agreement under 22 PA Code Chapter 15, the host district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host district, or a person appointed by a court to provide such consent. If a child who is "handicapped" under Section 504 or is identified by a school district as thought-to-be disabled and in possible need of specially designed instruction under IDEA and Chapter 14, the host school district should procedurally move forward with a special education evaluation under IDEA and Chapter 14. One indication that a child is thought to-be-eligible may include a determination by the host district, parent, or a professional that the child's educational needs cannot be met in a regular public school setting. For children suspected as IDEA eligible students, the host district is responsible for maintaining contact with the student's district of residence for the purpose of keeping the district of residence informed of its plans for educating the student and seeking the advice of that district with respect to the student.

Educational Decision-makers:

If neither the parent of a child who is eligible or thought-to-be eligible for special education nor an individual who meets the definition of parent in the IDEA can be located, the host district must appoint a surrogate parent.

Transferring Students:

During the §1306 student's tenure in the children's institution, the host school district must ensure that: all students have access to education; students with disabilities receive FAPE in accordance 9 with their IEPs or Service Agreements; and all mandated procedural protections are provided. Host and district of residence may agree in writing to a different arrangement for the division of educational and procedural responsibilities for students identified as IDEA eligible, but they must receive approval by PDE after notice to and an opportunity for comment by the parents of the student

If the student has an IEP from the previous school district, the host school district must without delay convene an IEP meeting to determine whether the child's IEP should be revised, whether the student can be educated in the public schools of the host district, or whether some other placement option is appropriate for the child. If the child's parent cannot attend the IEP meeting in person, the host school district must take steps to ensure that the parents are included in the IEP meeting, including informing parents they can participate through a teleconference call or other appropriate means in the same way the host school district would facilitate the participation of the parents of its resident children.

Until a new IEP is developed for the child by the IEP team including the parent, the child must receive services comparable to those in the existing IEP. The host district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the

student's placement and progress.

The parent and the host district should, if feasible, make a decision as to the appropriate educational placement of the child before the student arrives at the facility. However, in any case, the student must be attending a school program within five school days of the student's admission to the institution. If the information or an individual necessary to make an informed decision about the appropriate educational placement of the child is not available within the 5-day period, and if the parent agrees, the host school district can arrange for or authorize the child's education at a school program located at the facility until the host district and parent can make a formal decision regarding the student's educational placement. If no parent can be identified, the child can temporarily be educated at the facility if there is a clinical recommendation that the child should not attend public school. In either case, the final decision regarding the child's education placement must be made without delay.

In order to facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least 2 weeks prior to the student's planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host district.

In making a decision about where to educate a student, consideration should be given to the courses that would be available to the child in the proposed program, the qualifications of the staff, the program's ability to provide FAPE and comply with the other requirements of IDEA and Chapter 14 or §504 of the Rehabilitation Act and Chapters 15 or 16 of Title 22 of the Pennsylvania Code (as applicable to the individual child), and whether the program will prepare the student to meet any applicable promotion and/or graduation requirements.

Penn-Trafford School District has and will continue to meet its obligations under Section 1306. There are no problems or barriers that limit the district's ability to meet its responsibilities under Section 1306 of the Public School Code.

Incarcerated Students Oversight

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

There are no facilities within the Penn-Trafford School District at this time. However, the school district is immediately notified by the court system when a student with an IEP becomes incarcerated. Once notified, the district confirms residency and provides the institution with the student's IEP and any other information needed for the student's educational program to be continued at that facility. The district also reimburses the local school district or institution that is responsible for providing instruction at the student's placement site. All data relative to the student's progress is shared with the district during updates. Transition meetings/discussions also occur before the student is placed back into a classroom at the school district.

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 district operates under an inclusion model. IEPs are written with the intention of providing the least restrictive environment for all students. Few students actually receive services outside of the general education classroom unless their IEP deems it as necessary. Instruction outside of the general education classroom occurs only if it is an indicated need in the IEP and appropriate data can support this decision after careful monitoring of the student's achievement. Learning support teachers push in to the general education classroom to provide students with the supplemental supports and services they need, while general education teachers are expected to follow all modifications and accommodations as specified in the IEP. In addition, paraprofessionals and personal care assistants are provided to support students who are able to successfully function and learn in the general education classroom environment. Additional supports are provided to meet individual student needs such as: Speech and Language Support; Physical Support; Blind-Visually Impaired Support, and Deaf and Hard of Hearing Support, to the fullest extent possible, through curriculum integration. Student Learning Assistants and Special Education Instructional Classroom Assistants are available to assist students in the classroom as well. Several students have schedules that have been individualized and adapted according to their needs with the intention of prioritizing the amount of time they are able to learn and be educated in a general education classroom environment.
Students are only placed at private institutions or facilities after they have been unsuccessful in the general education classroom after supplementary aids and services have been provided. This occurs only after a student has been closely monitored and data has been collected and analyzed. If the IEP team deems that supplementary aids and services are still not assisting the child and are not meeting his or her needs in order to achieve academic success, the IEP team then uses data to monitor students and to determine an appropriate placement outside of the general education classroom setting or at a private institution.

Students who are in need of placement at a private institution are placed at these schools according to their individual needs. The private schools that provide educational services for our students are selected according to the individual specific needs of our students and vary relative to the levels of the least restrictive environment they are able to provide.

Decisions for school selections are based on student needs and analysis of data. The district selects the school according to the facility that is able to provide the least restrictive environment possible for each child on an individual basis. Many of the private schools that our students attend continue to provide many opportunities for students to obtain experiences within the general education environment e.g. Community Based Instruction.

The district continues to provide ongoing trainings at each of the eight schools for administrators, general education teachers, special education teachers, and parents on the use of supplemental aids and services for students with disabilities within the general education classroom.

The district provides training to the private schools that our students with disabilities are enrolled in. The district educates the private school IEP teams on the opportunities that exist for our students at the home district for a possible transition back to the neighborhood district or neighborhood school for involvement within the general education environment e.g. Community Based Instruction, extra-curricular activities, etc.

2. The district provides on-going training through our professional development programs in a variety of areas, such as: Co-Teaching; Crisis Prevention Intervention (CPI); CPI Applied Physical Training; Differentiated Instruction; Dropout Prevention; Inclusive Practices – Membership, Participation, and Learning; Indicator 13 Cohort 5; Standards Aligned System (SAS); Student Assistance Program (SAP) training in all 8 buildings; SaS implementation; SaS Toolkit Overview; and Special Education & 504 Identification Process.

In addition, the Superintendent and Assistant Superintendent hold a monthly meeting either a Parent Advisory Council or Elementary/Middle School President's Council meetings at the district administration building. Pertinent information is disseminated in regarding special education and the continuum of supports/services within the district in the Least Restrictive Environment (LRE).

The district use of academic instruction foundation is on researched based instructional programs and practices. For example, in addition to the Reading curriculum the use of iRead, System 44, and READ 180 are implemented in a general education setting to help improve students reading skills in the LRE. The same is used for the Math curriculum via Math 180, iAlgebra, and iPreAlgebra.

The district utilizes Instructional Monitoring (use of annual benchmarks and continuous progress monitoring) and Interventional Levels, which are embedded in the general education classroom prior to special education pullout intervention. In the Penn-Trafford Education Association (PTEA) Agreement, there is time allotted for collaboration. The use of Professional Learning Communities (PLC) is available 60 minutes per teacher workday. This allows time for administrators, teachers, and other staff to have an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. PLCs operate under the assumption that the key is to

improve student learning and it is on a continuous process.

The district employs a School Wide Behavioral Support that was approved through the Westmoreland Intermediate Unit (WIU) that focuses on researched based instructional programs and practices. The district emerged and fine tuned practices and at the building level (K-12) through use of common language and common expectations, professional development with certified Olweus trainers that were provided at the building level training. The school psychologists also provided training on Functional Behavioral Assessment process and Crisis Plan. The district also has established school based mental health in each of the 8 school buildings.

Four district level certified instructors provided Crisis Prevention Intervention (CPI) and CPI Applied Physical Training to building administrators, general and special education teachers, counselors, and paraprofessionals / PCAs.

The district is committed to procuring and training staff in use of effective technology tools to support and enhance multi-modal instructional delivery and student engagement in the LRE. The district has wireless buildings, hardware and software available to all staff and all students. There are laptop carts, iPad carts, and smart board systems in all classrooms and learning centers.

The district uses the WIU resources e.g. Training and Consultation (TaC) team consisting of Assistive Technology Consultant, Autism Team, Inclusive Practices/Least Restrictive Environment Consultants, Interagency Coordination, and Positive Behavior Support Consultants. The WIU Assistive Technology Coordinator also provides screening and evaluations. Continuing expansion of low tech to high tech tools to support student access and engagement in the general education curriculum, as well as alternative supports for students with sensory and communication needs across all settings are available.

The district also works with PaTTAN consultants in a variety of areas e.g. Autistic support, Intensive Interagency support, and Transition support. The district supports the paraprofessionals / PCAs use of taped training sessions to obtain their 20 hours of training in the area of their assignment.

Listed below are some examples of how the district provides Supplemental Aids and Services for the 4 domains:

- **Collaborative:**

Professional Learning Communities is available 60 minutes per teacher workday; co-teaching in core courses K-12; total of 37 full time paraprofessional and PCA support, 28 staff are 1:1 and 9 staff are in a various support role; 3 - 1:1 nurse for individual students; SaS trainings provided to all building administrators and teachers; parent collaboration, Elementary President's Council and Parent Advisory Council 4 times a school year for each Council. The elementary schools have monthly PTO meetings at each of the schools. The middle schools have PTO meetings every other month during the school year and the between months there is a Parent Coffee meeting; and Technology Support – 1 coordinator, 3 tech assistance, and each building has a lead tech staff member assigned to assist with all tech support.

- **Instructional:**

K-12 Student Learning Assistants (12 staff) are certified teachers to assist students in the classroom; Students schedules have been individualized and adapted according to their needs; development of alternative curriculum in the general education classroom e.g. iAlgebra, Fundamentals of Math, Math 180, READ 180; and alternative materials / assistive technology e.g. large print, Dragon Speak, individual iPads for communication, Kurweil 3000.

- **Physical:**

K-12 FM system for acoustics; seating closest to instruction of lesson; lights are covered with color shades to adjust the sensory input; sensory rooms; special order seats e.g. ball chair; and all buildings and football stadium are ADA approved e.g. wheelchair accessible.

- **Social-Behavioral:**

Social skills instruction e.g. Circle of Friends; counseling supports – 2 school psychologists, 6 guidance counselors, and each school is approved for school base mental health; cooperative learning strategies e.g. "pods", jigsaw groups, daily regrouping students based on lesson; and implementation of individual behavior support plans.

3. Based on the 2017-2018 School Year SPP data for Indicator 5: Educational Environments, our district met the SPP target for students in special education within the general education classroom $\geq$ 80% with an 81.3% as compared to the State average of 62.0%.
In addition, our district met the SPP target for students in special education within the general education classroom $\leq$ 40% with a 6.3% as compared to the State average of 9.3%.
Based on the 2017-2018 School Year SPP data for Indicator 5: Educational Environments, our district did not meet the SPP target for students in special education in Other Settings with a 5.3% as compared to the State average of 4.9%.
However, our district has made great progress in this area of reducing the percentage of students in Other Settings for the past seven years: a) 2011-2012 - 11.4%; b) 2012-2013 – 9.1%; c) 2013-2014 – 8.9%; d) 2014-2015 – 7.7%; e) 2015-2016 – 7.4%; f) 2016-2017 – 5.6%; and g) 2017-2018 – 5.3%.
The district continues to provide ongoing trainings at each of the eight schools for administrators, general education teachers, special education teachers, and parents on the use of supplemental aids and services for students with disabilities within the general education classroom.
When appropriate, the district has utilized PaTTAN resources e.g. Intensive Interagency Coordination and the Westmoreland Intermediate Unit resources e.g. Training and Consultation (TaC) team consisting of Assistive Technology Consultant, Autism Team, Inclusive Practices/Least Restrictive Environment Consultants, Interagency Coordination, and Positive Behavior Support Consultants.
The district provides training to the private schools that our students with disabilities are

enrolled in. The district educates the private school IEP teams on the opportunities that exist for our students at the home district for a possible transition back to the neighborhood district or neighborhood school for involvement within the general education environment e.g. Community Based Instruction, extra-curricular activities, etc.

Behavior Support Services

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

The Penn-Trafford School District has adopted PDE's guidelines and procedures in Policy #113.1 entitled Discipline of Students with Disabilities and #113.2 entitled Behavioral Support Policy & Implementation Guidelines. All staff and community members have access to these policies posted on the district website. The Penn-Trafford School District takes a positive, student-centered, data driven approach to foster behavioral, and social/emotional growth. Classroom behavior plan, Functional Behavior Assessments, Student Assistance Program team, and Positive Behavior Support Plan data drives developmentally appropriate interventions to support appropriate student behaviors and create a positive school environment.

Penn-Trafford School District sees an overlap between instructional areas of need and the social-behavioral needs. The district defines the category of "Social-Behavioral" as supports and services to increase appropriate behavior and reduce disruptive or interfering behavior. The district uses our early intervening service e.g. Student Assistance Program (SAP) and school-wide positive behavior supports which in accordance with a district-wide goal, "Soft Skills Initiative". Teachers integrate concepts such as collaboration, communication techniques, problem-solving, self-discipline, teamwork, and time management into their instructional practices. These soft skills are also embedded into the curriculum every level.

For prevention of students harming themselves or others, the district has four certified trained trainers in Nonviolent Crisis Intervention with Adapted Physical Techniques (NCI-APT). This is a trauma-sensitive, person-centered nonviolent crisis Intervention. This training focuses on prevention and de-escalation techniques and other alternatives to the use of restraint. With the use of NCI-APT, the district is able to offer a safer, less-restrictive physical interventions to be used. Only as a last resort when a student presents an immediate risk of harm to self or others will the use of a restraint be used for a student. All state guidelines/procedures/regulations are followed to ensure that the use of restraints are minimized and eventually not needed to assist a student when he/she is harming themselves or others.

The district provides information, training, and assistance to teachers and administrators regarding the analysis of student behavior and development of intervention plans. This process

includes the identification of behavioral concerns, file reviews, management techniques, building and classroom level intervention plans, Functional Behavioral Assessment (FBA), individual Positive Behavioral Support Plan (PBSP), child study teams, Student Assistance Programs (elementary & secondary levels), and linkages to outside agencies.

If a student is in need of restraint or intrusive procedures, this is outlined within the student's individual Positive Behavioral Support Plan (PBSP). For students with an IEP, the PBSP is an integral part of the student's overall educational plan. The district has four (4) certified trainers in the Crisis Prevention Intervention (CPI) and CPI Applied Physical Training. Each year the 4 certified trainers in CPI offer training to all paraprofessionals and personal care assistants. In addition, if there is a particular student that would require CPI support, the trainers have and will continue to train the teachers of the student in question. CPI focuses on nonviolent crisis intervention training designed to teach best practices for managing difficult situations and disruptive behaviors through de-escalation techniques. Staff are taught how to identify at-risk individuals and use nonverbal and verbal techniques to defuse hostile or belligerent behavior.

The Penn-Trafford School District School-Wide Positive Behavior Support (SWPBS) plan is committed to establishment and growth of a proactive systems approach for creating and maintaining safe and effective learning environments in our schools, and providing opportunities to support all students in addressing their social/emotional skills to support their success at school and beyond the school setting. It focuses on efficient use of data to guide decisions for improving schools.

- A proactive approach to discipline that promotes appropriate student behavior and increased learning. A research-based systems approach for establishing the social culture and behavioral supports needed for our schools to be effective learning environments for all students.

- A systems model that guides schools to design, implements, and evaluate effective school-wide, classroom and student-specific instructional plans around behavior, social skills and academics.

- A broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior with all students.

SWPBS is not a specific "model" but a compilation of effective practices, interventions, and systems change strategies that have a long history of practical support and development, which individually have been demonstrated to be effective and efficient. In addition, SWPBS has relevant applications to educating all students in schools, not just students with disabilities.

Our district has received approval in all 8 school buildings for School Based Mental Health Services (SBMHS). SBMHS are for students struggling at home or in school. With these services, students identified with a need for support would be afforded the opportunity during the school day to attend counseling sessions with a therapist from the contracted company, which is

available in the school building. Sessions are intended to be the least intrusive to the student's class schedule, and would be focused on maximizing potential for personal growth and academic success.

Some examples of benefits of SBMHS include:

- Greater achievement in the educational setting

- Improved family, teacher, and peer relationships

- Increase management of any emotional or behavioral symptoms associated with a mental health diagnosis or intellectual disability

- Ability to gain the skills to manage problematic situations more effectively

- An overall increase of self-worth

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. At this time the district is not having difficulty ensuring FAPE for any disability category. A proactive approach has been made at examining strategies and interventions for students with Autism. The district continues to provide professional development opportunities for staff. The district is continually to work on creating unique programs that include assistive services and supports for students with Autism and PDD. In our district, Autism/PDD disability has increased over the past three years. These efforts have allowed the district to provide FAPE for this population of students in the least restrictive environment.

The district provides on-going training through our professional development programs in a variety of areas, such as: Co-Teaching; Crisis Prevention Intervention (CPI); CPI Applied Physical Training; Differentiated Instruction; Inclusive Practices – Membership, Participation, and Learning; Indicator 13 Cohort 5; Standards Aligned System (SAS); SaS implementation; and SaS Toolkit Overview. The professional development assists our staff in ensuring FAPE for any disability category.

If the district finds itself in a situation where it might need assistance with ensuring FAPE to a student with a particular disability, the district would contact PaTTAN-Pittsburgh and the

Westmoreland Intermediate Unit (WIU) along with utilizing the resources of the school psychologists, as well as community agencies and other neighboring school districts to provide advice, and suggestions relative to appropriate accommodations and/or modifications and supplemental aids and services to assist the IEP Team with providing FAPE.

When necessary, the district utilizes the services of the district school psychologists and the WIU to provide guidance and direction relative to placements for students. In addition, support and counseling is provided as needed through Westmoreland Case Management, Value Behavioral Services, Children & Adolescent Service System Program (CASSP), Children and Youth Services, PaTTAN, and the high school juvenile probation officer. The District makes every attempt to place students in the least restrictive environment. However, placement is always made according to the decision made by the IEP Team. This team decision is always based on student needs and student strengths and gives priority to placing students in the least restrictive environment possible. This enables students to achieve their fullest academic potential while providing appropriate support and services. The district does not have difficulty placing students using this approach.

2. The district has a continuum of services for Life Skills and Autistic Support students by starting classrooms at the K-2, Grades 3-5, Grades 6-8, and Grades 9-12 levels.

At the elementary level the district has twenty-three (23) students in the Life Skills and Autistic Support classrooms. If the district did not have these classrooms, thirteen (13) out of the twenty-three (23) students would have been educated outside of the district. In order to provide FAPE in the Life Skills and Autistic Support elementary classrooms, three (3) FTE special education teachers, one (1) FTE special education instructional aide, eight (8) FTE Personal Care Assistants, and one (1) FTE Registered Nurse (RN) are provided for support. In addition, we have developed two (2) sensory rooms to address the individual student's sensory needs e.g. prevent escalation of inappropriate behaviors, calming effect.

At the secondary level the district has thirty-two (32) students in the Life Skills and Autistic Support classrooms. If the district did not open these classrooms, eight (8) out of the thirty-two (32) students would have been educated outside of the district. In order to provide FAPE in the Life Skills and Autistic Support secondary classrooms, three (3) FTE special education teachers, two (2) job coaches, three (3) FTE Personal Care Assistants, and one (1) FTE Registered Nurse (RN) are provided for support.

Penn-Trafford School District (PTSD) has started Transition at age 12 for students with complex support needs. PTSD has contracted with numerous agencies and businesses, for example: Rehabilitation Center and Workshop (RCW); Goodwill Industries @ Redstone Highlands; William Penn Nursing Home; Sturm Plumbing; Eat n' Park; Energy Swing Windows; Richlin Imports; Westmoreland County Country Club; JB Bright Beginnings Child Care Center; Subway; St. Barbara's Parish; Clelian Heights Transition Program; Penn Area Library; Westmoreland County Blind Association; and De La Bee Art Studio. This allows our students to gain experience in and for job shadowing and work placement for age and skill appropriate students.

PTSD Transition Plan

In addition to the K-12 Chapter 339 Career Guidance Plan the following is also implemented:
Elementary:

- Transition Day – Field Trip to the Middle School: Elementary students spend a mock day at the Middle School they will be attending for the next year. During this trip, they meet the principal, special education teachers, and the guidance counselor. The students follow a schedule which provides them of a snapshot in the life as a 6th grader. This day helps ease some of the anxiety that our learning support students feel when they think about leaving their elementary school. After this transition day, the students are excited to start their next chapter as a middle schooler.

- Pheple FCU Career Day- 5th Grade Field Trip to Greensburg, PA: The 5th Grader students learn about different trades/programs on this field trip.

- Library Media: Guidance counselor provides career-oriented lessons for 5th-grade students. Once a month, the students participate in a lesson on Character Education. They have a lesson on financial literacy using the EverFi website. During this lesson, they learn about work habits, cooperating with others, and budgeting. In April/May, the students create a Google slide project on careers and present them to their class. They also have a lesson on presentation skills.

- Career Day at the elementary schools: The Central Westmoreland Career and Technology Center (CWCTC/vo-tech), school counselor, and high school students discuss careers and trades in each of the 5th-grade classrooms. Students write a reflection about what they learned and if any presentations they heard about may be a career path they would like to pursue.

- Graduation and Post-Secondary Education Celebration: For a week in May, students participate in a Post-Secondary Education Awareness Week. Students bring in a photograph of a family member graduating, then write a brief paragraph about what degree is being celebrated and what the person's current job is. This exposes the students to the post-secondary options that are available.

Middle School:

a. 6th Grade:

- Quick Assessment   (RAISC) October

- Interview Your Friends (1, unless the student states they no friends, then they do their favorite subject with 2 career choices)

- Career Interviews (5 adults, career, education, how many years have been at their career)

- Learning Styles Inventory (Visual, Auditory, or Tactile)

- Career Plan (Post-secondary options)

- Reflection Activity- CWCTC Presentation

a.   7th Grade:

- Interest Profiler November

- Clusters, Careers, and Majors

- Higher Education Options

- Training Needed for Jobs

- Learning Styles Inventory

- Career Plan

- Everfi/ Future Smart

- Reflection Activity- CWCTC Presentation

- PE Class Time Management Soft Skill Rubric December

a.   8th Grade:

- Budget How Much Money You Will Need December

- Interest Inventory

- Entrepreneurship

- Career Plan

- Financial Reality Fair with Westmoreland Community Federal Credit Union

- Reflection Activity from the Financial Reality Fair

- Reflection Activity-- CWCTC Presentation

   High School:

a.   9th Grade:

- Tour of Vo-Tech

- Hiriam G. Andrews (College for Disabilities) tour

- Rehabilitation Center and Workshop (RCW)

- "Coffee for a Cause" coffee shop

- Career class or Life Skills

- Job shadow/Work placements (Goodwill if age appropriate)

- Transition night

- Treatment team meeting with community agencies

a. 10th Grade:

- All of 9th grade plus…

- PSATs

- Vo-Tech

- Obtain Driver's license/learning permit

a. 11th Grade:

- All of 9th and 10th grade plus…

- Independent College tours (3x per year)

- Drivers theory

- Summer wheel class

- College Fair – David L. Lawrence Convention Center and WCC

- SAT (October and January)

- College speakers – Guidance

- Goodwill summer Employment

- Job Corp

a. 12th + Grade:

- All of 9th, 10th, and 11th grade plus…

- Meet with the OVR counselor

- Set up with Career Class

- Selective Service (males age 18)

- Register to vote

- Register to Careerlink

- Investigate Private Industrial Council (PIC)

- ASVAB / Meet with recruiters

3. PTSD is continuing to assess and evaluate our services to students with complex support needs. The district has several transition opportunities that will be made available since the PTHS construction is complete. The district expanded on light clerical duties including scanning, copying, and mass shredding for the entire district. With the new tasks in place the weekly rating sheets were restructured. The rating sheets were customized in order to target specific areas of individual need in the work place. Along with this change the district developed mini lessons from the restructured work rating sheets to address individual needs/weaknesses.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

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

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

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))

- Acceptable Use Policy for Technology Resources

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

Special Education Assurances

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

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

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

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

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

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Children's Institute of Pittsburgh	Approved Private Schools	Educational, Transition, OT, PT, Vision, Speech	7
Clairview	Special Education Centers	Special Education and Life Skills, Transition, OT, PT, Speech	2
Clelian Heights	Other	Life Skills, OT, PT, Speech, Transition, Physical Needs, Education	3
New Story	Other	Autistic Support, Education, PT, OT, Speech, Life Skills, Transition	4
PACE	Approved Private Schools	Therapeutic, Emotional, Education	2
The Woods School	Other	Autistic Support	1
Sunrise Exceptional	Special Education Centers	Multiple Disability, PT, OT, Speech	1
St. Vincent Bearcat BEST	Other	Academic, Independent Living, Social, and Vocational Skill Training	4

Special Education Program Profile

Program Position #1 - Proposed Program

> *Operator:* School District

> **PROPOSED PROGRAM INFORMATION**

> > *Type:* Position

> > *Implementation Date:* January 10, 2019

> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.85
Locations:				
PT 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	FTE

Itinerant	Autistic Support	18 to 18	1	0.1
Locations:				
PT 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	FTE
Itinerant	Emotional Support	16 to 16	1	0.05
Locations:				
PT High School	A Senior High 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:* January 10, 2019
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	7	0.7
Locations:				
Sunrise Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	9 to 9	1	0.3
Locations:				
Sunrise Elementary	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:* January 10, 2019
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 18	2	0.3
Locations:				
PT 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	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 18	1	0.1
Locations:				
PT High School	A Senior High	A building in which General		

	School Building	Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	18 to 19	2	0.25
Locations:				
PT 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	FTE
Itinerant	Life Skills Support	17 to 18	2	0.15
Locations:				
PT 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	FTE
Full-Time Special Education Class	Autistic Support	17 to 17	1	0.15
Locations:				
PT 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	FTE
Itinerant	Learning Support	18 to 18	1	0.05
Locations:				
PT High School	A Senior High 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:* January 10, 2019
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	21	0.55
Locations:				
Harrison Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 11	1	0.15
Locations:				
Harrison Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 7	1	0.15
Locations:				
Harrison Park Elementary	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%)	Life Skills Support	9 to 9	1	0.15
Locations:				
Harrison Park Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Position
> > *Implementation Date:* January 10, 2019
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	12	0.5
Locations:				
Trafford Elementary	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	0.25
Justification: Students are seen in separate classrooms with same age peers.				
Locations:				
Trafford Elementary	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 10	2	0.25
Locations:				
Trafford Elementary	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:* January 10, 2019
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 16	44	1
Justification: The students are pulled out individually to receive services.				

Locations:				
District-Wide HC	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:* January 10, 2019
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 12	1	0.2
Locations:				
Penn Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	13 to 13	1	0.2
Locations:				
Penn Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 14	4	0.45
Locations:				
Penn Middle School	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	0.15
Locations:				
Penn Middle School	A Middle 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:* January 10, 2019
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	21	0.8
Locations:				
Penn Middle	A Middle School	A building in which General Education programs		

School	Building	are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 13	1	0.2
Locations:				
Penn Middle School	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: January 10, 2019
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	15	0.35
Locations:				
McCullough Elementary	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	10 to 11	2	0.2
Locations:				
McCullough Elementary	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 10	4	0.3
Locations:				
McCullough Elementary	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%)	Life Skills Support	11 to 11	1	0.15
Locations:				
McCullough Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Position
Implementation Date: January 10, 2019
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	5 to 17	53	1

	Support			
Justification: The students are pulled out individually to receive services.				
Locations:				
District-Wide	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 10, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 7	5	0.85
Locations:				
Level Green	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	6 to 6	1	0.15
Locations:				
Level Green	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 10, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	9 to 11	4	0.4
Locations:				
McCullough Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 8	1	0.2
Justification: Obtained an age waiver.				
Locations:				
McCullough Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	10 to 10	1	0.1

Locations:				
McCullough Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 10	1	0.17
Locations:				
McCullough Elementary	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	2	0.13
Locations:				
McCullough Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 10, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 18	8	0.5
Justification: The students are seen individually to receive services.				
Locations:				
District-Wide	An Elementary 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 10, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	47	1
Justification: The students are pulled out individually to receive services.				
Locations:				
District-Wide	An Elementary 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: January 10, 2019
 PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 14	1	0.15
Locations:				
Penn Middle School	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 14	14	0.4
Locations:				
Penn Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	13 to 13	1	0.1
Locations:				
Penn Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	5	0.2
Locations:				
Penn Middle School	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	12 to 12	1	0.15
Locations:				
Penn Middle School	A Middle 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: January 10, 2019
  PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 18	13	0.8
Justification: The students are seen individually to receive services.				
Locations:				
District-Wide	An Elementary School	A building in which General Education		

	Building	programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 10, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	7 to 7	1	0.25
Locations:				
Level Green	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 9	1	0.25
Locations:				
Level Green	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 8	1	0.3
Locations:				
Level Green	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	10 to 10	1	0.2
Locations:				
Level Green	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 10, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	13	0.3
Locations:				
PT 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	FTE
Itinerant	Learning Support	15 to 17	10	0.25
Locations:				
PT 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	FTE
Itinerant	Autistic Support	17 to 17	1	0.15
Locations:				
PT 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	FTE
Full-Time Special Education Class	Emotional Support	18 to 18	1	0.15
Locations:				
PT 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	FTE
Itinerant	Blind or Visually Impaired Support	15 to 15	1	0.15
Locations:				
PT 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 10, 2019
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	20	0.45
Locations:				
PT 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	FTE
Itinerant	Autistic Support	16 to 19	5	0.45
Locations:				
PT High School	A Senior High School Building	A building in which General Education programs are operated		

Type of	Level of Support	Age Range	Caseload	FTE

Support				
Itinerant	Emotional Support	17 to 17	1	0.05
Locations:				
PT 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	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 15	1	0.05
Locations:				
PT High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Position
Implementation Date: January 10, 2019
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 14	2	0.4
Locations:				
Trafford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 15	5	0.3
Locations:				
Trafford Middle School	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	13 to 15	8	0.3
Locations:				
Trafford Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Position
Implementation Date: January 10, 2019
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	14 to 14	1	0.45
Locations:				
Penn-Trafford 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	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 16	1	0.2
Locations:				
Penn-Trafford School District	A Senior High 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	16 to 16	1	0.1
Locations:				
Penn-Trafford 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	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 15	2	0.25
Locations:				
Penn-Trafford High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: January 10, 2019
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 7	5	1
Locations:				
Level Green Elementary School	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: January 10, 2019
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	4 to 16	53	1
Justification: Students are seen on an individual basis and not in 1 classroom setting.				
Locations:				
District-Wide	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 10, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	4	0.6
Locations:				
Level Green	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 11	7	0.4
Justification: Students are seen in their individual classroom by grade level not all in one classroom.				
Locations:				
Level Green	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 10, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 12	1	0.2
Locations:				
Trafford Middle School	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	11 to 13	3	0.3
Locations:				
Trafford Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 13	1	0.1
Locations:				
Trafford Middle School	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	0.2
Locations:				
Trafford Middle School	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 14	7	0.2
Locations:				
Trafford Middle School	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessional 1	Harrison Park Elementary	1
Paraprofessional 2	Harrison Park Elementary	1
School Psychologist 1	District Wide	1
Director of Student Learning Supports	District Wide	1
Special Education Instructional Aide 1	Harrison Park Elementary	1
Special Education Instructional Aide 2	PT High School	1
Special Education Instructional Aide 3	McCullough	1
Special Education Instructional Aide 4	McCullough	1
School Psychologist 2	District-Wide	1
Job Coach 1	District-Wide	1
Job Coach 2	District-Wide	1
Paraprofessional 3	Harrison Park Elementary	1
Paraprofessional 1	Level Green Elementary	1
Paraprofessional 2	Level Green Elementary	1
PCA 1	Level Green Elementary	1
PCA 2	Level Green Elementary	1
PCA 3	Level Green Elementary	1
PCA 4	Level Green Elementary	1
PCA 5	Level Green Elementary	1
PCA 1	McCullough Elementary	1
PCA 2	McCullough Elementary	1
PCA 3	McCullough Elementary	1
PCA 4	McCullough Elementary	1
PCA 5	McCullough Elementary	1
Paraprofessional 1	McCullough Elementary	1
Paraprofessional 2	McCullough Elementary	1
Paraprofessional 3	McCullough Elementary	1
Paraprofessional 4	McCullough Elementary	0.5

PCA 1	Penn Middle School	1
Paraprofessional 1	Penn Middle School	1
Paraprofessional 2	Penn Middle School	1
Paraprofessional 3	Penn Middle School	1
Paraprofessional 1	PT High School	1
Paraprofessional 2	PT High School	1
Paraprofessional 3	PT High School	0.5
Paraprofessional 1	Sunrise Elementary	1
Paraprofessional 2	Sunrise Elementary	1
Paraprofessional 3	Sunrise Elementary	1
Paraprofessional 1	Trafford Elementary	1
Paraprofessional 2	Trafford Elementary	0.5
Paraprofessional 3	Trafford Elementary	0.5
Paraprofessional 1	Trafford Middle School	1
Paraprofessional 2	Trafford Middle School	1
Paraprofessional 3	Trafford Middle School	1
PCA 1	Van	1
COTA	District-Wide	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Skilled Nursing Care RN	Outside Contractor	5 Days
Physical and Occupational Therapy	Outside Contractor	3 Days

District Level Affirmations

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

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

No signature has been provided

Board President

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 Scott Koscho on 4/18/2019

Board President

Affirmed by Matthew Harris on 4/15/2019

Superintendent/Chief Executive Officer