Upper Saint Clair SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

1820 McLughln Rn Rd Upr St Clr
Pittsburgh, PA 15241
(412)833-1600
Superintendent: John Rozzo
Director of Special Education: Amy Pfender

Planning Process

During the previous comprehensive plan process, a multi-year strategic plan was developed which will extend through the 2019-20 school year. The previous comprehensive plan provided the standards for which the school district held itself accountable during the strategic plan implementation. The school district plans to continue utilizing the comprehensive plan process to guide the broader strategic plan.

Specific to this current planning process and over the course of the 2017-2018 school year, the district's administrative planning team collectively worked on completing the required components of the district's comprehensive plan. The administrative team engaged stakeholder groups through various district wide mechanisms (e.g., professional development survey, professional development workgroups, curriculum process, curriculum leadership meetings, and community input groups) for completing this plan while utilizing a previously developed strategic plan.

During the 2014-15 school year, the district organized a steering committee comprised of district administrators, parents of students, local business leaders, community members, students, teachers, curriculum leaders, school board members, and school specialists to engage in a planning process to develop a robust strategic plan. The process began with five visioning teams being created. Each vision team had a chair and co-chairs. The chairs and co-chairs were comprised of district administrators, curriculum leaders, and teachers. The five vision teams represented the following areas: Technology, Safety and Security, Professional Learning Communities, STEAM, and The High School Experience. The planning process was completed in May of 2015. Since that time, significant progress has been made in all five visioning team areas. Specifically, the essential activities outlined in each area are reviewed and reported upon annually. The review and reporting process occur with central office administration, board members, parent teacher organizations, and community members through various modes. It is expected that the plan will conclude in the 2019-2020 school year, at which time a complete and thorough analysis of progress will be conducted. At that time, the district will engage in developing another strategic plan in order to continue to provide a guided focus in district planning.

The strategic plan implementation provides opportunities for continual review and planning of the comprehensive plan. Components of the comprehensive plan are embedded throughout the visioning teams' goals and essential activities to support the core foundations and assurances of the comprehensive plan. Essentially, the comprehensive planning process is ongoing and not done in isolation.

Mission Statement

Developing lifelong learners and responsible citizens for a global society is the mission of the Upper St. Clair School District, served by a responsive and innovative staff who in partnership with the community provides learning experiences that nurture the uniqueness of each child and promotes happiness and success.

Vision Statement

Upper St. Clair School District prepares our students to be successful contributors to an ever-changing global society by providing a nurturing, engaging, and challenging learning environment.

Shared Values

We believe that:

1. education is a shared responsibility and requires collaboration of the institution, the governing authority, the student, the family, and the community.

2. the involvement of the parents and community in the schools is critical to the education of students and sets an example for children to grow as responsible citizens.

3. a commitment to excellence demands an investment of financial, human, and material resources.

4. the quality of the school district impacts the quality of life in the community.

5. an exemplary educational institution aims to promote an environment of academic excellence and pride in the school community.

6. a school district that offers a variety of programmatic choices ensures greater student engagement in the learning process.

7. a school district, staff, students, parents, and community benefit from an attitude of continuous progress and consistent practices of exploration, forward-thinking, and openness to change.

8. a safe learning environment is a right and a responsibility for all stakeholders.

9. children are our community's most valuable asset, and each child has intrinsic worth.

10. education is most effective when decision-making is focused on the best interests of the student.

11. children achieve their maximum potential through hard work and dedication in an environment when expectations are high, when they understand the purpose for learning, and when they are engaged in the process.

12. exposure to a balanced curriculum, including academics, arts, and athletics, expands the human experience and allows each student to discover his or her own particular interests and abilities.

13. a wide variety of extra-curricular activities develops a sense of leadership and teamwork in students.

14. effective education develops the whole person—ethically, intellectually, emotionally, socially, and physically—and promotes self-esteem and personal happiness.

15. interaction and collaboration with people of diverse backgrounds and character encourages tolerance, open-mindedness, and appreciation for others.

16. because students learn at different rates and in different ways, it is essential to recognize each student's needs and interests when creating opportunities for continuous progress.

17. effective education fosters students' abilities to listen and communicate, think critically and creatively, and apply their knowledge to all of their decision-making.

18. children do best when they are mentored through their failures as well as their successes.

19. service to others encourages students to develop an understanding of and appreciation for other people and encourages them to become contributing members of society.

20. lifelong learning, a process that begins with parents in the home and is cultivated by teachers and staff in the schools, is essential for success in a changing society.

21. thoughtful practices of a school and community can foster a sense of environmental stewardship in students.

22. citizens and leaders of tomorrow need to be able to function successfully in a global and technological society.

23. an educated and well-informed citizenry is essential for a democratic society to flourish.

Educational Community

The Upper St. Clair School District is comprised of six public schools. Three are K-4 elementary schools: Baker Elementary School, Eisenhower Elementary School and Streams Elementary School. There are two middle schools - Boyce Middle School, serving grades 5-6, and Fort Couch Middle School, serving grades 7-8. And, the district's high school - Upper St. Clair High School – educates students in grades 9-12.

The District began an ambitious renovation program in the late 1990s beginning with a "state-of-the-art" reconstruction of the high school facility, which was completed in June 2000. Renovation and reconstruction of all three elementary schools was completed in September 2003 and, subsequently, renovation of the two middle schools was completed in September 2011. The District continues to ensure that all six schools are safe, comfortable and exciting places for its 4,100 students to learn and grow. A point of pride for the community, Upper St. Clair schools are reflective of the high standards and high expectations that are shared for USC's educational program.

In the spring of 2018, the District broke ground on a $22.65 million capital project that includes a new aquatics center at the high school with an 8-lane pool and separate special use pool; a new multi-use complex at the stadium that includes district offices; and a single structure at Boyce Middle School to accommodate restrooms/changing area, concession area and announcing booth. The projects are expect to be complete in August 2019.

Ninety-six percent of the students who graduate from Upper St. Clair High School go on to further their education at a college, university or junior college. The District's professional staff numbers nearly 300 educators, 79 percent of whom hold master's degrees or above, and a support staff of close to 200 including custodians, nutrition center workers, aides, secretaries, maintenance and transportation personnel.

The curriculum program is developed directly by the classroom teachers. The District does not review curriculum areas in a five-year rotating cycle, but instead reviews each curricular area annually. Each year a district-wide curriculum panel reviews curriculum recommendations that may be formulated by teachers, parents, students or community members that revise, modify or improve the educational program. This guarantees that every year each area of the curriculum will be studied, analyzed and modified, if necessary. Although panel membership includes teacher and administrative representatives from the grade levels and subject areas, parents are welcome to attend the meetings and provide input into the curriculum development process. A curriculum input committee also meets to review the recommendations prior to being submitted for board approval. The district curriculum review process occurs in January through a fast track process and in June in order to prepare for the following school year.

The Upper St. Clair School District is led by nine school board members who are elected at large and serve on a voluntary basis for four-year terms. The board members in Upper St. Clair have always

had a keen interest in the educational program and the welfare of the students.

There is great pride in the District for the many academic, artistic and athletic accomplishments. Our students consistently score at the proficient level or above on the various required Pennsylvania State System of Assessment exams. The students in the performing arts are regularly honored throughout the area, and District athletic teams participate annually in championship playoff games at the district and state levels.

USC has earned a total of 12 Blue Ribbon Awards – three at the High School, four at Fort Couch Middle School, two at Baker Elementary School, one at Boyce Middle School, and one each at Eisenhower and Streams elementary schools. The Blue Ribbon Program, established in 1982, focuses on excellence in leadership, curriculum, student achievement, and parent and community involvement. These awards validate our district's continued and evolving commitment to education and our community's involvement in that endeavor.

Upper St. Clair High School ranks among the top high schools in the nation according to U.S. News & World Report. The newspaper released its list of 2018 Best High Schools on May 9, 2018. According to the U.S. News & World Report's website, "the U.S. News rankings include data on more than 20,500 public high schools in 50 states and the District of Columbia. Schools were awarded gold, silver or bronze medals based on their performance on state assessments and how well they prepare students for college." Ranked 16th in Pennsylvania and fourth in Allegheny County, Upper St. Clair High School was recognized with a Silver Medal by U.S. News & World Report. Of the commonwealth's 576 public high schools, 184 were recognized in this year's list of "Best High Schools." Nationally, Upper St. Clair ranks 800 out of 20,548 high schools in the nation – among the top four percent.

For the third year in a row, Upper St. Clair School District was named among the nation's Best Communities for Music Education by the NAMM Foundation. Upper St. Clair is one of only 14 school districts in Allegheny County, 84 in Pennsylvania and 583 from across the country to earn the distinction in 2018. According to the NAMM Foundation, the Best Communities for Music Education designation is awarded to districts that demonstrate outstanding achievement in efforts to provide music access and education to all students.

Boyce and Fort Couch middle schools were named Pennsylvania Don Eichhorn Schools to Watch in January 2017. This marks the fourth time that the USC middle schools have earned this honor – a feat accomplished by only two other Pennsylvania schools. Boyce and Fort Couch first earned Schools to Watch honors in 2008. The schools were re-designated as Schools To Watch in 2011, 2014 and 2017. Schools to Watch selection is based on a written application that requires schools to show how they meet criteria developed by the National Forum. Schools that appear to meet the criteria are then visited by state teams, which observe classrooms; interview administrators, teachers, students and parents; and look at achievement data, suspension rates, quality of lessons and student work.

The Upper St. Clair School District also has a robust and active Parent Teacher Council (PTC). The PTC develops and implements student based programs that enhances opportunities in areas of student interests.   The PTC supports the spelling bee, an arts competition, after school coding classes, and a variety of building level PTO/PTA annual programs.

Administrative Central Office - 1820 McLaughlin Run Road, Pittsburgh, PA 15241
Baker Elementary School - 2300 Morton Road, Pittsburgh, PA 15241
Eisenhower Elementary School - 100 Warwick Drive, Pittsburgh, PA 15241
Streams Elementary School - 1560 Ashlawn Drive, Pittsburgh, PA 15241
Boyce Middle School - 1500 Boyce Road, Pittsburgh, PA 15241
Fort Couch Middle School - 515 Fort Couch Road, Pittsburgh, PA 15241
Upper St. Clair High School - 1825 McLaughlin Run Road, Pittburgh, PA 15241

2017-18 Quick Facts:

Continuing Post Secondary Education - 96%

National Merit Finalists - 10 Students

National Merit Semi-Finalists - 11 Students

National Merit Commended - 15 Students

Students Particpating in Advanced Placement (AP) Exams - 346

Full-Time Teachers - 289

Part-Time Teachers - 8

School District Budget - $83,620,353

An important component of the Upper St. Clair School District and the surrounding community is the focus on progressive education and helping students to succeed within our 21st century society. A variety of opportunities are offered to the students that represent the progressive thinking of the district.

STEAM/STEM Education – STEAM education (Science, Technology, Engineering, Arts, and Mathematics) has become an important component in American education. As the economy changes, these areas will be key to industry innovation and career success. The School District has made an intentional choice to commit to STEAM education and has developed a K-12 three-year plan for

implementation of STEAM practices, focusing on the ultimate goal of providing all students with the opportunity to have significant meaningful experiences in these areas.

Some STEAM/STEM educational enhancements include:

- At the elementary level, an Engineering Is Elementary (EIE) is a part of the science curriculum at each level. Allowing students to experience real engineering and design processes from the elementary through the high school level will have a powerful impact on students' design skills and motivation to study or excel in these areas.

- Computer programming (Code.org) has been added to the curriculum for students in grades 1-4. They are exposed to approximately seven computer programming concepts each year. The concepts are taught "off-line" using materials that the students can manipulate, followed by online application of the programming concept.

- STEAM design challenges have been added to the elementary program. Students at each grade level are provided with an open-ended problem to solve and provided the materials needed to do so. The focus of each challenge is to apply critical thinking and design skills. The program is currently being enhanced through a pilot of the *Agency by Design* maker-centered learning approach developed in the Harvard School of Education, which utilizes thinking routines and trains students to have a sensitivity to design in the world through the recognition of parts and systems to the idea of using skills to improve upon systems and designs. The current plan is for this to be the framework for the STEAM design challenges beginning in the 2019-20 school year.

- At the middle school level, revisions have been made to provide additional physics and engineering experiences that promote interdisciplinary learning for eighth grade students. These changes at the middle school level assure that students are appropriately exposed to all strands of science, including engineering, and improve the K-12 science curriculum articulation.

- All students middle school students participate in a STEAM design course as a part of the expressive arts rotation. They learn to create, problem solve and take risks as they work with a variety of materials including robotics.

- A STEM (Science, Technology, Engineering and Mathematics) course has been implemented for high school students in grades ten through twelve. The purpose of the course is to expose students to real-world problem-solving using Luma Institute's Human Centered Design, a concept embraced by many sectors of industry and education as an effective approach to problem solving and innovation. Students solve tasks generated by industry partners, All Clad and EA FAB, and work in teams to engineer solutions to these problems. Students are required to collaborate creatively in order to design, develop, test, and improve their solutions, and finally present, explain, and defend their rationale to instructors and the industry partners. The course is run in conjunction with a team of students and teachers at South Fayette High School. Engaging students in real world projects provided by industry

partners gives students an authentic experience of what it is like to work in a STEM-related career.

- **High School Innovation Hub** - The Innovation Hub contains two highly synergistic components — the FAB Lab and SHOP@USC. It serves as a resource center to bridge between the concepts taught in traditional classrooms and the real-world applications of those concepts for every high school student.

  FAB Lab – A state-of-the-art digital fabrication laboratory, or FAB Lab, has been developed at the high school, one of the first in Pennsylvania. The Lab can integrate any subject from English to social studies to art with fields like engineering, design, and fabrication. The FAB Lab utilizes three-dimensional printing, laser engraving, vinyl cutting, wood routing, three-dimensional scanning, and computer design programs. The FAB Lab cost $150,000 to equip. Funding was secured by the District's Advancement Office through a STEAM Grant, the "Celebrate Our Schools" Gala, the state's Educational Improvement Tax Credit (EITC) program, and the High School PTO.

  SHOP@USC (Showing How Opportunity Pays @ USC) – The vision of the High School Special Education Program staff has been to provide the students with significant disabilities and the students in the Life Skills Support Program with the opportunity to establish and run their own business. An in-house business provides unlimited, invaluable real-world instruction and experiences for the students in a cost effective and sustainable way. Additionally, SHOP@USC provides much-needed authentic peer interactions between non-disabled students and students with disabilities. The SHOP@USC program has received recognition as a Magna Award Grand prize winner by the National School Board Association.

1:1 Learning Initiative at the Middle & High Schools – The first phrase in the District's tagline is "Customizing Learning," which is one of the premiere goals of Upper St. Clair School District, along with serving the whole child and preparing our students to become 21st century citizens.

The 1:1 Learning Initiative at the middle schools began with two pilot programs at fifth and seventh grades. A fifth grade team, which served as our first 1:1 technology model, originated with 50 students in the 2013-14 school year and has increased to 90 students currently. The success at the fifth grade led to an expansion at seventh grade, which evolved to include all 330+ seventh grade students experiencing the benefit of transformational technology using 1:1 iPads. Positive results in 2014-15 in 7th grade supported the continued expansion of the program to grades 5-8 in 2015-2016, and continually moving the program

upward to the point of having a full 1:1 ratio of student devices in all grades 5-12 with iPads being used by middle school students (5-8), and Dell Chromebooks being the current device for high school students (9-12).

Beginning in 2017-18 the District moved to a new Learning Management System (LMS), Canvas, to serve as the hub of instruction technology based learning activities. Through Canvas students have the ability to access content and course materials 24/7, and parents have the ability to not only access this content, but to support their children through being able to monitor their homework calendar, digital submissions, and class performance. Instructionally, teachers are able to receive immediate feedback on student understanding during and after lessons and can adjust instruction as needed through the use of interactive formative assessment tools. Descriptive feedback, provided by the teacher's voice, is an additional option for a variety of assignments. Teachers also have the ability to record and deliver video lessons that can be accessed at any time and provide the ability for students to engage in lessons at home, at their own pace, and revisit the information when needed. Students are demonstrating knowledge in ways that allow for the use of both technology and creativity as they produce authentic projects.

The School District continues to research and develop best practices that are researched, piloted and shared through profressional development and in-service opportunities.

Planning Committee

Name	Role
Judy Bulazo	Administrator : Professional Education
Melissa Garvin	Administrator : Special Education
Erin Peterson	Administrator : Special Education
John Rozzo	Administrator : Professional Education
Mark Miller	Building Principal : Professional Education
Geralyn Austin	Business Representative : Professional Education
Lisa Clark	Business Representative : Professional Education
Paula Holmes	Community Representative : Professional Education
Helen Palascak	Community Representative : Professional

	Education
Brad Wilson	Ed Specialist - Instructional Technology : Professional Education
Lori Krakoff	Ed Specialist - Other : Special Education
Lauren Madia	Ed Specialist - School Counselor : Professional Education
Leslie Smirniw	Ed Specialist - School Counselor : Professional Education
Barb Helmeci	Elementary School Teacher - Regular Education : Professional Education
Megan McGrath	Elementary School Teacher - Regular Education : Professional Education
Kelsey Morgan	Elementary School Teacher - Special Education : Professional Education
Mike Funfar	High School Teacher - Regular Education : Professional Education
Laura Marks	High School Teacher - Regular Education : Professional Education
Emily Robbibaro	High School Teacher - Regular Education : Special Education
Andrew Bowers	Middle School Teacher - Regular Education : Professional Education
Kevin Clark	Middle School Teacher - Regular Education : Professional Education
Morgen Olsen	Middle School Teacher - Regular Education : Special Education
Jodi Mosler	Middle School Teacher - Special Education : Special Education
Shelley Desmond	Parent : Special Education
Anne Dittoe	Parent : Special Education
Melissa Epler	Parent : Professional Education
Michelle Sandford	Parent : Professional Education
Katherine Teresi	Parent : Special Education
Amy Pfender	Special Education Director/Specialist : Special Education
Colleen Czekaj	Student Curriculum Director/Specialist : Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Family and Consumer Sciences is not a component of our elementary education primary level standards.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished

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

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

Family and consumer sciences is not a component of our elementary education intermediate level standards.

Middle Level

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

World Language	Accomplished	Accomplished

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

> None.

Unchecked answers

> None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

> *None.*

Middle Level

Checked answers

> *None.*

Unchecked answers

> *None.*

High School Level

Checked answers

> *None.*

Unchecked answers

> *None.*

Explanation for any standards checked:

This narrative is empty.

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

Processes used to ensure Accomplishment:

Curriculum development is the foundation of our instructional program. There are two times during the school year that the formal curriculum development process takes place, January and June. The curriculum development process follows these steps:
  1.   Curriculum leaders and department chairs prepare

recommendations as a result of ongoing work with teachers, administrators, students and parents.
2.   Preliminary panel meetings are held and recommendations are reviewed by leadership teams at the elementary, middle school and high school levels.
3.   At a final panel, the revised and/or edited recommendations are reviewed again by K-12 discipline teams and Central Office administrators.
4.   The Assistant Superintendent and Director of Curriculum & Professional Development review the recommendations with a community curriculum input committee.
5.   The Superintendent, Assistant Superintendent and Director of Curriculum & Professional Development prepare administrative reactions to the recommendations.
6.   The recommendations are presented to the School Board for review and/or final approval.

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

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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.

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

Processes used to ensure Accomplishment:

Curriculum development is the foundation of our instructional program. There are two times during the school year that the formal curriculum development process takes place, January and June. The curriculum development process follows these steps:
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4.   The Assistant Superintendent and Director of Curriculum & Professional Development review the recommendations with a community curriculum input committee.

5.   The Superintendent, Assistant Superintendent and Director of Curriculum & Professional Development prepare administrative reactions to the recommendations.

6.   The recommendations are presented to the School Board for review and/or final approval.

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

Processes used to ensure Accomplishment:

Curriculum development is the foundation of our instructional program. There are two times during the school year that the formal curriculum development process takes place, January and June. The curriculum development process follows these steps:

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6.   The recommendations are presented to the School Board for review and/or final approval.

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.

Student's IEP's are standards aligned. Specially Designed Instruction within the IEP identifies specific modifications and accommodations in content areas for identified students. A continuum of services are offered to best meet students needs in a least restrictive envrionment including resource level and inclusion support. At all levels, teachers have developed a variety of assessments, study guides, projects, and in-class work at differentiated levels to meet student needs. At the high school level, course selection allows students to be recommended and select courses that are best aligned to meet their needs (acdemic or honors). Students identified as gifted are able to select options throughout the levels that are based off of personal preferences, but also incorporate the standards aligned curriculum.

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

   Unchecked Answers

- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

The district's supervision and evaluation model allows for implementation of the above listed strategies. All non-tenured year teachers and teachers that are tenured but within in their first three years in the district, receive two formal classroom observations and up to four walkthrough observations for three consecutive years. Tenured teachers who are not new to the district participate in a supervision and evaluation cycle that rotates on a three year schedule. That is, for two consecutive years, tenured teachers are in an "option phase." When in this phase, teachers receive up to four walkthrough observations and complete a required professional development project. In the thrd year of the cycle, the tenured teachers entrer into the traditional phase. In this phase, they receive two formal observations and up to four walkthrough observations. All teachers, regardless of phase or tenure status, are required to complete 12 hours of district approved work that is selected from the district's annual development catalog. Such a process allows for peer or instructional coaching to occur as needed.
Lesson plans are reviewed on a weekly basis by building principals and/or immediate supervisors.

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

This narrative is empty.

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.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

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

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.

The district's hiring and recruiting process was designed by a team of district administrators in order to have a consistent, effective, and intense process across the district. The process allows the district to hire teachers who have demonstrated strong qualifications in meeting student needs. Once an application for a poistion is received, an extensive review and screening takes place by administrators to determine the best applicants for interviews. Several rounds of interviews take place that allow district administrators to get a sense of the candidate from a professional and personal level. The first round interview consists of several administrators and possibly teachers asking a set of questions in regards to the content area, instructional and behavioral practices, and meeting student needs. In the second round, teacher candidates then conduct a model lesson for a group of students. Candidates are evaluated by administrators throughout the lesson. An additional follow-up interview occurs after the model lesson. The last step is for the final candidate to meet with Central Office Administration. This process is consistent across the district in order to benefit all learners at each level within the district. Specifically, at the high school level for students demonstrating a need for closer monitoring of academics, five counselors work with an assigned set of students and their teachers towards a goal of proficiency and graduation.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses			
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	3.00	3.00	3.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	6.00	6.00	6.00
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.

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

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

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

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

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

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

    VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing

the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Terra Nova	X			
PSSA		X	X	

Keystone Exams			X	X
Finals				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS (Reading)	X	X		
DIBELS (Math)	X			
MAP		X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Daily Formative Assessments	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
WIDA Screener for ESL students	X	X	X	X
Local Math Assessments for instructional placement	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Assessments are developed and must be approved through the USC curriculum development process as outlined below. Teachers review assessments and results during Curriculum Development time (monthly) and Professional Learning Community time (weekly).

Curriculum development is the foundation of our instructional program. There are two times during the school year that the formal curriculum development process takes place, January and June. The curriculum development process follows these steps:

 1.   Curriculum leaders and department chairs prepare recommendations as a result of ongoing work with teachers, administrators, students and parents.
2.   Preliminary panel meetings are held and recommendations are reviewed by leadership teams at the elementary, middle school and high school levels.
3.   At a final panel, the revised and/or edited recommendations are reviewed again by K-12 discipline teams and Central Office administrators.
4.   The Assistant Superintendent and Director of Curriculum & Professional Development review the recommendations with a community curriculum input committee.
5.   The Superintendent, Assistant Superintendent and Director of Curriculum & Professional Development prepare administrative reactions to the recommendations.
6.   The recommendations are presented to the School Board for review and/or final approval.

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.

Same as above.

Collection and Dissemination

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

Our District utilizes a database (OnHands Schools) to house and diseminate all student progress and achievement data. Our leadership and curriculum teams also make use of the PVASS and emetrics sites. We have protcols in place for when and by whom all data get reviewed and communicated to appropriate stakeholders and decision-makers.

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.

Students are not given credit for courses in which they do not meet the standards and are required to paricipate in remediation/credit recovery courses or to retake the course. Remediation courses are provided to all students who are not profient on the Keystone Exams.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

All of the above strategies are an integral part of our curriculum development process which includes monthly meetings with teachers, a bi-yearly recommendation process, and summer workshops. During these times, data is reported and discussed in terms of the need for actions to be taken related to curricular or insttructional adaptations or changes. In addition, weekly Professional Learning Community meetings focus solely on student needs, as evidenced through data, and discussion of instructional strategies to meet student needs. Both classroom teachers and resource teachers complete thorough anlayses of data to determine daily, quarterly and yearly needs for instructional interventions. Student Support Services meetings occur every six weeks at which time teams of professionals meet to discuss interventions for students experiencing significant need. At the High School level these meetings occur weekly. The data listed above is used in making these determinations.

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

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
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

Provide brief explanation of the process for incorporating selected strategies.

Distribution of Summative Assessment Results is handled through the office of Student Support Services.

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

The purposes of our Course Planning Guides and Student Handbooks is not related to summative assessment results. We will investigate potential uses of our website for this purpose.

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.

All schools in the Upper St. Clair School District meet or exceed the annual student achievement targets. Practices which are in place to assure continued growth in student achievement include: 1. periodic review of data available from district resources and the Pa. Department of Education; 2. annual review of all curriculum areas; 3. implementation of Professional Learning Communities (PLCs) in all three elemetary schools and the two middle schools to attend to student progress and instructional practices; 4. periodic Student Support Services (S3) meetings held in all six schools to address concerns regarding the progress of individual students; and 5. professional development which provides direction in the implementation of progressive instructional strategies.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X

School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs			X	X
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:

The Upper St. Clair School District places a high priority on ensuring that our schools provide a safe and caring environment for students. Consistently implemented expectations for behavior supported by the Olweus Bullying Prevention Program in all schools have provided a strong foundation for the demonstration of appropriate behavior at school. As part of the District's holistic approach to school safety and security, five identified staff members are trainers in Comprehensive Crisis Management. The five members of this training team work to train staff members in Comprehensive Crisis Management, a verbal de-escalation intervention to support students in crisis.

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.)

Information in regards to gifted education services can be found in student handbooks and on each school's website under gifted education. GATE (gifted and talented education) has been a committee of the Upper St. Clair Parent Teacher Council. GATE supports and provides information to the parent based group on gifted education services, resources, and opportunities.

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

When a student, either through parent or teacher recommendation, demonstrates the characterists of a gifted learner, a district developed screener is utilized to collect data points on a student to determine the appropriateness of moving forward with a gifted evaluation. Data points include:
Multiple data points that are reviewed include:
 *Results of state and/or district-wide achievement testing
*Scores on screening measures of ability
*Classroom performance (review of performance in math and reading, teacher observation

of classroom performance)
*Ratings of learner characteristics (acquisition/retention, observation of interest and/or initiative in learning, and creativity)
Based off of the screener, if data does not support further consideration for a gifted evaluation appropriate procedural steps are followed. If a parent requested the evaluation for gifted, but the screener does not support further evaluation, a NORA is issued to the parents utilizing the data collected on the screener to support the LEA's recommendation to disapprove the parental request for a gifted evaluation. A permission to evaluate is issued to parents, if the results from the gifted screener provide substantial evidence to support an evaluation.

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

When performance is strong in multiple areas, an evaluation is conducted with parent consent to determine if the student meets criteria to be identified as gifted and in need of gifted services. The USCSD uses the following explanation in the determination of whether or not a student is identified as gifted. *The Pennsylvania State Department of Education (PDE) defines a mentally gifted as: a person who has an IQ of 130 or higher or when multiple criteria indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. Deficits in memory or processing speed, as indicated by testing, cannot be the sole basis upon which a student is determined to be ineligible for gifted special education. A person with an IQ score lower than 130 may be admitted to a gifted program when other educational criteria in the profile of the person strongly indicate gifted ability. Multiple criteria indicating gifted ability include: 1) A year or more above grade achievement level for the normal age group in one or more subjects as measured by Nationally normed and validated achievement tests able to accurately reflect gifted performance; 2) An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability; 3) Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment; 4) Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language aptitude or technology expertise; and 5) Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities, gender or race bias, or socio/cultural deprivation are masking gifted abilities.* To determine if a student is in need of gifted services, the student must demonstrate that they have educational needs that extend beyond the accommodations and differentiation that can be conducted in the regular education environment.

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.

Once a student is identified as gifted, a gifted individual education plan is developed by the student's educational team and parents. At the elementary level, differentiated assignments and flexible instructional grouping may provide opportunities for extending the curriculum. In addition, interest-based options to promote and practice higher level thinking skills are available on a pull-out basis. The middle school level continues to provide interest-based options to students while providing additional competitive opportunities to students. Students have the opportunity to grow as advocates in their educational process as they

select the interest-based offerings and continue to excel within the rigorous curriculum implemented by the district. At the high school, students may choose a variety of Honors, International Baccalaureate, and Advanced Placement courses to create a rigorous course schedule, though participation in these courses is not exclusive to students who have been identified as gifted.

At the middle school and high school, multiple opportunities for interest-based options are offered throughout the year and include both in school and off grounds activities.

COMPUTER FAIR/RELATED OPPORTUNITIES

Students will design a project in one of the following categories: Animation, Computer Fair Logo, Digital Movie, Graphic Design, Programming, or Web Page Design, with regional and state competitions. Students will be notified of any other computer-related opportunities.

FINE AND PERFORMING ARTS

Students will attend cultural performances and exhibits of their choosing, as opportunities arise, allowing them to compare, contrast, and critique various art forms. Students will follow-up with a critique of the art.

FUTURE CITY COMPETITION

Students will work with the gifted teachers and/or an engineer mentor, to create a future city incorporating the major components and issues of a city, while addressing the specific challenge presented. The solution includes developing a project plan, a computer model using SimCity software, a physical scale model, a city design essay, and an oral presentation. The project culminates at the regional competition on the third Saturday in January, at the Carnegie Music Hall. The winning regional team continues to Nationals in Washington, DC.

FUTURE PROBLEM SOLVING COMPETITION

Teams of four students will be coached to refine their FPS skills in order to compete at the state level. Two "practice problems" (one in October and one in January) will be completed and evaluated by judges. The "qualifying" problem must be completed in February. The five top-scoring teams in the state on this qualifying problem are invited to compete at the state-level competition. There is also a national-level.

GEOGRAPHY BEE

Students will prepare for the National Geography Bee, an entertaining and challenging test of geographic knowledge. The top student in the school-level competition takes a written qualifying test; the top 100 students in the state will be invited to the state-level competition and the Pennsylvania winner will proceed to compete in the National Geography Bee in Washington D.C.

MOCK TRIAL

Students train in cooperation with volunteer lawyers from the community; practice is after school and/or evenings when the mentoring attorney is available; students compete as a 12-member team; lawyer/witness roles are determined each year through tryouts; runs from late November through mid-February.

READING THE CLASSICS

Students will be involved in reading and analyzing classic text(s) of their choosing, from a provided list. Students will then write a brief review of the text. Reviews will be posted for other students who may consider reading the text.

SHAKESPEARE MONOLOGUE AND SCENE COMPETITION

Students will choose a Shakespearean monologue and/or scene for a competition sponsored by the Pittsburgh Public Theater (PPT.) Students will participate in a coaching session with PPT actors prior to the competition. This option affords students a better in-depth understanding of Shakespeare. Competition date is typically in February.

STEM DESIGN CHALLENGE (K'NEX)

Teams of two to four students will design and build a K'Nex structure based on a specific challenge. Students are also required to create a blueprint and narrative for their structure. A school competition will be held; the two top projects will continue on to the regional STEM Design Challenge competition, where they will have to construct their K'Nex structure within a two-hour time frame. First place at the regional competition will be invited to attend the state-level competition.

STOCK MARKET

Stock Market uses an online tool that gives students the chance to invest in a real-time portfolio. Through their participation in Stock Market, students will improve their financial skills by developing and managing an investment portfolio.

US DEPT. OF ENERGY SCIENCE BOWL

This academic competition is a fast-paced question and answer contest where students answer questions about Earth Science, Physical Science, Life Science, Math, Energy and General Science. Interested students take a qualifying exam to determine the team that will prepare for the USDOE Science Bowl.

Developmental Services

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

Developmental services are those services which are provided to all students that facilitate their normal development and contribute to their success in school. In the USCSD, the student services staff includes certified school psychologists, certified school nurses, registered nurses as health room aides, and certified school counselors. They provide to students a variety of developmental services that are an integral part of the district's educational program and are available in all of our schools. Listed below are examples of the services provided by the student services staff. This list is not reflective of all services provided.
Examples of developmental services provided by school counselors: 1. Coordination of the course selection process; 2. Transition planning; 3. Individual and group meetings; 4. Presentation of the guidance curriculum; 5. Orientation of new students; 6. Monitoring of attendance
Examples of developmental services provided by school nurses: 1. Mandatory health screenings; 2. Wellness resources; 3. Health appraisals; 4. Medication administration; 5. Health education resources; 6. Attendance monitoring 7. Communication on health trends and best practices
Examples of developmental services provided by certified school psychologists: 1. Educational support to staff and parents regarding the developmental process of children from ages 5-21; 2. Assistance to staff and parents in interpreting standardized testing information; 3. Support to school programs regarding behavioral expectations

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:

Diagnostic, Intervention, and Referral Services are comprised of services that are provided directly to students on an individualized as-needed basis. The student services staff play an integral role in determining the students' needs and connecting the student, staff, and students' families with services to address the needs be they educational, health related, or social/behavioral. Services encompass such areas as individual and small group counseling, assessment to determine appropriate interventions and services, implementing specific interventions to address needs, assisting in determining appropriate placements in the educational setting, as well as emergency/crisis response.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)			X	X
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:

Consultation and Coordination Services are those services which facilitate the development and progress of students by consultation with school staff and parents and/or through the coordination of services within the school district or with community based resources and service providers. In the USCSD, the student services staff are directly involved in case management to coordinate services for students needing a variety of help, serving as liaisons with agencies and service providers in the community, providing consultation in areas including development, learning and/or behavior challenges, facilitating communication between families and school staff, providing staff development on topics pertinent to their roles, and providing parent education. During the 2017-18 school year, a priority was placed on increasing staff trained in Student Assistance Programs to enhance S3 and SAP team development. In addition, the student services staff provides vital support to systems and programs within the district such as committees which address school climate, wellness, safety and crisis response. They are also responsible for coordinating the district-wide and statewide achievement testing.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				X
Directing Public to the PDE & Test-related Websites		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
Individual Teacher Pages on Website	X	X	X	X
Daily online access to student progress reports			X	X
Online report cards			X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

In addition to the collaboration and coordination indicated in earlier sections, two major vehicles for the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress are the implementation of Professional Learning Communities (PLCs) and the Student Assistance Program which is known in the USCSD as the Student Support Service (S3). The PLCs meet on a regular basis to review student data particularly with regard to academic performance and instructional practices at the elementary schools and middle school. Classroom teachers, resource teachers, counselors, and the psychologists collaborate to insure that concerns about the progress of students are addressed as early as possible in what can be described as universal interventions for all students and those which can be delivered by the classroom or resource teachers to a targeted group of students for a specified period of time. When more intense interventions are necessary, they are frequently delivered by the resource teachers and/or personnel with particular training in a technique or program. For students whose needs are more individualized than those discussed in PLCs, referral is made to the S3 team at the building in which the student is enrolled. The S3 program is a systematic referral service for considering the needs of individual students. Students come to the attention of the S3 team as the result of concerns about the student's academic progress, behavior, social skills, health, and/or attendance. Each of the district's six schools hold regularly scheduled meetings attended by the students classroom teachers, school counselor, psychologist, resource teacher and/or special service provider or nurse, and a building administrator. School personnel, parents, or the students themselves can make a referral to the S3 team. After specific areas of concern are identified, a plan of intervention is established along with a scheduled follow up to determine whether progress is being made. Parents have a right and are encouraged to be part of the process. If the progress being made is not sufficient to close the gap between expectations for improvement and actual performance, it is likely that a referral for additional services will be make. This referral may be a request to conduct a multidisciplinary evaluation if it is thought that the child may be identified as in need of accommodations through a 504 Service Agreement or eligible for special education services. Parents may be advised of recommendations for referral to out of school resources if the students' areas of need extend beyond the services of the school district.

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

As indicated in the following section of this document, a preschool program operated by the Allegheny Intermediate Unit's DART program is housed in one of our 3 elementary schools and this provides a natural avenue for transition and coordination of services as the children reach school age. In the late winter of each year, the school district provides information to the preschools and childcare providers in the area regarding registration and transitioning to kindergarten. The Upper St. Clair School District rents space to a private provider of before/after school child care programs for the convenience of families residing in the district. Through this provider before and after school care is available in the 3 elementary schools and Boyce Middle School which serves students in grades 5-6. Transportation is provided to child care centers located within the school district for school age children.

At each level a variety of clubs, activities, and intramural sports program provide options for after school activities in our school buildings. The USCSD is committed to having our schools available for the use of the community during out of schools hours and works collaboratively with the recreation programs of the Township of Upper St. Clair to provide our gyms, fields, classrooms and auditoriums for public use.

At the high school level, students are encouraged to explore workforce options through apprenticeships, job shadowing, cooperative education opportunities and community service options. Community coordination has also increased at the high school level due to a rigorous Chapter 339 plan and the Connect2USCSD (alumni back in the classroom) initiative.

Tutoring is provided by high school students through programs such as National Honor Society and the Natural Helpers program.

Preschool Agency Coordination

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

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

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

The Upper St. Clair School District does not directly operate programs for preschool age children with disabilities. When the district becomes aware of a parent inquiring about services for their infants/toddlers or preschool age children, the pupil services/special education staff refer the parents to the DART program if the child is between the ages of 3-5 or to the Alliance for Infants and Toddlers if the child is from birth to 3 years old for assessment and services. In addition, the school district publicizes information for community residents regarding child find activities and the availability of screenings at no cost for children under the age of 5 through the DART program operated by the Allegheny Intermediate Unit. DART is an acronym for Discovery, Assessment, Referral and Tracking. The Upper St. Clair School District houses a DART program for preschool children in Baker Elementary School for the convenience of local families. Delivery of DART services is also available at local preschools, child care centers, Headstart, or in the family home. Services in addition to the therapeutic preschool program for children with developmental delays may include speech/language therapy, occupational therapy, vision services, hearing services, and/or family services based on results of the screening and assessments. The Upper St. Clair School District collaborates with the DART/Early Intervention Programs to provide transition planning in order to coordinate and facilitate the continued services based on identified student needs as the student moves from the DART program to a school age program. Additionally, efforts are made to provide resources, consultation, and referrals to outside agencies when a parent expresses a need for services for their child.
For all children entering kindergarten, two events are held to aid in the transition from home to school. In the spring of the year before the student is scheduled to enter kindergarten, an event is held at each school for the child to attend with a parent/guardian to tour the new school and kindergarten classrooms and be involved in some activities. At the start of the school year in September, a more formal orientation occurs for parents and students have the chance to experience riding on a school bus. Representatives from the school district are available to present programs at local preschools and child care centers regarding the expectations for kindergarten to any parents or staff.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

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

Provide explanation for processes used to ensure Accomplishment.

We use monthly curriculum development time, weekly professional learning community meetings, summer workshop time for teachers, as well as professional development time.

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

Provide explanation for processes used to ensure Accomplishment.

We use monthly curriculum development time, weekly professional learning community meetings, summer workshop time for teachers, as well as professional development time.

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

Provide explanation for processes used to ensure Accomplishment.

We use monthly curriculum development time, weekly professional learning community meetings, common plan time, summer workshop time for teachers, as well as professional development time.

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

Provide explanation for processes used to ensure Accomplishment.

We use monthly curriculum development time, summer workshop time for teachers, as well as professional development time.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

	50% or more of district classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	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	Full Implementation
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Full Implementation

Further explanation for columns selected "

Family and consumer sciences is not a component of our elementary education primary level.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in

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

Further explanation for columns selected "

Family and consumer science is not a component of our elementary education intermediate level.

Middle Level

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

	district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Full Implementation

Further explanation for columns selected "

This narrative is empty.

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

Further explanation for columns selected "

This narrative is empty.

Early Warning System

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

No, we have another early warning system that we are currently utilizing.

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	X	X	X	X

effective practice research, with attention given to interventions for gifted students.				
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.

Planning is an essential part of assuring that the above professional development characteristics are maintained. The planning process begins with a Professional Development Work Group who devises a yearly survey for the staff based on District training initiatives, student data, and teacher needs. This PD Work Group analyzes the results of the survey. The results are then shared with the administrative team, the professional staff, and the full Professional Development Committee. The Professional Development Committee and the Curriculum Leadership Teams set yearly goals and plan training opportunities based on student data and the teacher survey results.

The following chart describes the ways in which professional development and teacher training are carried out in our District.

USC Professional Development Mission

USC Professional Development Mission

Who we serve: The Whole Child

What we strive to do: Customize Learning

Why this is important: Prepare the 21st Century Citizen

Process for Achieving Our Mission

USC Professional Learning and Development Triad

Developing the full potential of the USC professional in order to serve the whole child by customizing learning and preparing students to be responsible and successful 21st century citizens.

Formal **Professional Development Programming**	**Curriculum Related Professional Development**	**Building Level Professional Development**
Professional Development Days *Address the needs of the entire K-12 professional staff related to the Districts goals.* *7 days grades 5-12* *5 days grades K-4*	**Monthly Curriculum Meetings** *To discuss curriculum development and instructional implementation based on our customized learning approach using student data* *1 hour monthly*	**Grade Level PLC meetings** *Weekly data driven meetings where individual students needs are addressed and discussion related to best practice are addressed.* *1 hour weekly*
PD Flex Time	**Summer Projects/PD Flex Time**	**Monthly Faculty Meetings**

Provides choice related to individual needs connected to larger district initiatives and training. summer work (catalog) individual projects *Equivalent of 2 work days*	*Provides choice related to individual needs connected to larger district initiatives and training.* *Equivalent of 2 work days*	*Used to address level and building specific needs and initiatives related to students and instruction.* *1 hour monthly*
Conferences and Workshops *Provides select teams and individuals with the opportunity to attend local and national conferences and workshops on a yearly basis. As needed; limited by funds*	**Conferences and Workshops** *Provides all leaders in this area with the opportunity to attend local and national conferences and workshops on a yearly basis.*	**PLC Retreats** *Provides the ability for teachers with like assignments to go away to reflect on best practices related to Professional Learning communities. As needed; supported by private funding*

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

NA

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:
3/2/2018 3 hours

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:
2/12/2016 2 hours
2/19/2018 75 min

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- 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

- 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.

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

The information supplied for ensuring selected professional development characteristics (above) is also applicable to ensuring fidelity.

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

The following characteristics occur in significant but informal ways. They will become goals for the professional development program and will include planning and development with the Professional Development Committee and the Curriculum and Administrative Teams. 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.

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 Program is outlined in a syllabus and all materials and content are housed in our course management system (Canvas). As the District undergoes new initiatives, the syllabus is revised by the Director of Professional Development to include new topics. Mentors, Curriculum Leaders, and building Principals, play a significant role in providing information and guidance to new teachers during the two-year mentoring and induction period and in making recommendations for revisions to the Induction course.

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

NA

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).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

Unchecked answers

- Inductee survey (local, intermediate units and national level).
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

The USC supervision and evaluation system, mentoring program, and induction training sessions allow for the above characteristics to be acheived.

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

Surveys will be created to be administered in Induction beginning in the 2018-19 school year to address Inductees needs, perceptions and satsifaction with the supports provided through the Induction program in order to address the following characteristics:
Inductee survey (local, intermediate units and national level)
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews)

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.

The above characteristics are embraced and used by principals in selecting mentors for new teachers. Teacher satisfaction with mentor matches has been very high.

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

NA

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										
Assessments			X								
Best Instructional Practices	X	X	X	X	X			X			
Safe and Supportive Schools		X									
Standards			X		X	X					
Curriculum					X		X	X	X	X	X
Instruction						X		X		X	
Accommodations and Adaptations for diverse learners							X	X			
Data informed decision making										X	
Materials and Resources for Instruction									X		

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Monitoring and evaluation of the Induction program is managed by the Director of Professional Development with significant input from Mentors, Curriculum Leaders, and building Principals.
The Induction Program is outlined in a syllabus and all materials and content are housed in our course management system (Canvas). As the District undergoes new initiatives, the syllabus is revised by the Director of Professional Development to include new topics. Mentors, Curriculum Leaders, and building Principals, play a significant role in providing information and guidance to new teachers during the two-year mentoring and induction period and in making recommendations for revisions to the Induction course.

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.

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

Unchecked answers
- 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.

Special Education

Special Education Students

Total students identified: **520**

Identification Method

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

The Upper St. Clair School District continues to use the discrepancy model (discrepancy between ability and achievement) to identify students with specific learning disabilities as defined in Chapter 14.   The school psychologist will take into consideration not only the results of his/her standardized testing but also the information provided by the other team members when making a determination. In this way, input from all team members of the multi-disciplinary team is considered in the determination of eligibility for special education services. At this time, the district believes that the discrepancy model provides the best method for identifying students with specific learning disabilities.

Enrollment

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

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

The Upper St. Clair School District continually reviews student needs and disabilities through IEP meetings, reevaluations, and a continuum of services. It is important to note that it is not a student's disability that drives placement decisions, but the needs of the student. In USCSD, autism, speech and language, and other health impairment may be

considered disproportional. Many times, a student(s) move(s) into the district with an IEP in the mentioned disability categories causing an increase in district percentage, however, it continues to be the program that is reviewed for the student. We offer a continuum of services to best meet the needs of students, and students with autism and OHI may be placed within learning support or emotional support at the 5-12 grades. As students continue to progress and achieve in the district, students may be monitored through their IEP to determine potential exiting from services through a reevaluation. At each level, special education teachers participate in professional learning communities with general education teachers and within their departments to review students; this is a direct source of addressing data that shows disproportionality. The district has had a focus on professional development that addresses meeting the needs of students. This type of professional development has many goals, but one of which would be for Tier 1 interventions to be implemented more effectively to support students and reduce potential identification for special education supports and services. Speech and language has been a focus by reviewing if students can receive classroom interventions recommended by the SPL to determine if further evaluation is needed; if the classroom interventions work, no further evaluation would be needed, and the SPL would continue to collaborate with classroom teachers to monitor students. The Director and Assistant Director of Student Support Services monitor trends in data to evaluate departmental practices, using the 10% parameter, and to ensure that potential disproportional areas are monitored.

Non-Resident Students Oversight

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

The Upper St. Clair School District does host a location that falls under Section 1306 of the Public School Code. Due to the nature of the identified location, the majority of students have an acute stay of 5-7 days. For students under acute care, the Upper St. Clair School District is not notified by the hospital of the student's admittance. However, the home school/district is notified upon admittance if the parent/guardian and/or student sign the appropriate release(s) of information. When a student begins to approach an extended period of stay at about 25-30 days, the USCSD is notified of the student's admittance. Once the USCSD is notified:

1. A 4605 is sent to the student's district of residency. A letter is sent with the 4605 asking for information to be sent on student to the Director of Student Support Services. If a student has an IEP or 504, the parents or CYF are contacted, the district of residency is contacted, and a meeting is held. At times, multiple attempts to identify the district of residency occurs.

2. The IEP/504 team meets to review placement. Due to the medical recommendations and

significant needs of the students, it is determined through answering the questions of supplementary aids and services that the location is the least restrictive environment to provide FAPE. In addition, goals are revised to be appropriate for the setting (see educational benefit section below). It is important to note that each case is very unique and individualized to that student. Therefore, one set process is not followed step by step, because it is necessary to be responsive in different ways for each student.

3. If, based off of a student being cleared medically, that a placement needs to be considered, the IEP team would reconvene. Options would be discussed to determine the least restrictive environment. Options may include placement in a private setting or within an USCSD school. It is important that medical recommendations be a part of this deciding factor in order for students to continue to still meet their treatment plan goals while at the location.

4. In addition to communication that occurs continually, the Director of Student Support Services participates in update meetings with personnel to identify potential discharge dates and/or status updates on students. The communication occurs, but student status can change very quickly.

In order to provide educational benefit, a contracted education agency is on-site at the hospital. Some individual school districts have agreements with the agencies and work collaboratively with the agency for students to complete work while residing at the location. Once again, the USCSD is working collaboratively with the district of residency and the contracted education agency to ensure that materials are available and students have the opportunity to receive education. In the case of districts not having contracts, USCSD is billed for services rendered and the district of residency, based on the signed 4605, is billed by the USCSD. Students in the middle school to high school grades receive 2 hours a day of instruction and elementary students 1 hour. The amount of time is discussed at the IEP/504 meetings. Due to the nature of the setting, this amount is typically appropriate for students or even above what students can tolerate during the day.

If a student is placed at the location for an extended period of time and does not have an IEP, the USCSD does work with parents/guardians and resident school districts to begin the evaluation process under Child Find. It is necessary to determine what may be appropriate supplementary aids and services upon transition from the location.

The barriers include, but are not limited to:

1.   Identifying district of residency for some students.

2.   Receiving appropriate paperwork on students who have not been in a school placement or not involved with the district of residency over a period of time and/or expired IEPs.

3.   Students who are court ordered from out of state.

4.   Working to complete an evaluation in the setting. Since the location is not an educational facility, it is guided by other rules and regulations.

5.   Students who have families that live several hours away. Arranging meetings or making contact can be challenging.

6.   Timely communication due to confidentiality, student needs, and apppropriate releases.

7.   All parties understanding the role of the host school district and some of the limitations the host school district faces.

8.   The overall goal of the location is not necessarily education due to the primary goal of the location.

9.   Transitioning of students to a new location. The transition is not based off of educational decision makers; though for extended periods of admittance it is agreed upon through the IEP process, a student is not transitioned based off of the IEP.

Incarcerated Students Oversight

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

Currently, the district does not serve as the host district for incarcerated students. However, if the district became the "host" school district, then all obligations under 24 P.S. Section 13-1306 would be met. The district would assume responsibility for child find and providing appropriate educational programs, as well as transportation and any support services necessary to ensure the provision of a free, appropriate public education. The district would review the Individualized Education Program, conduct an evaluation or re-evaluation, review all existing data, and/or use existing placement options within the district, Intermediate Unit #3, or approved private schools. A careful review of placement options would be undertaken to ensure that the student receives a free, appropriate public education within his/her least restrictive environment. The district would also invite the "resident" district to participate and provide feedback throughout the process as the student's program is developed and implemented. Additionally, the district would bill the resident district for the cost of the student's educational program.
Potential barriers could include those stated in non-resident student oversight.

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 USCSD offers services within the District to ensure that students with disabilities are educated with non-disabled peers to the greatest extent possible by offering supports within the general education program and through supplementary aides and services in regular education for identified special education students. The MDT and IEP teams develop systems of support that include accommodations and specially designed instructions that support students to remain in the regular education setting to the extent that will provide benefit. When a program for special education services is being developed, the beginning point is in the least restrictive environment with provision of necessary supports and services. These supplementary aids and services include but are not limited to: collaborative approaches between the regular and special education teachers; instructional development and delivery of the general education curriculum through modifications and adaptations such as flexible grouping, advanced organizers, study guides etc; physical adaptations and modifications to the student's environment; and any social/emotional supports or services to enable the student to receive educational benefit in the regular education class. Teachers, counselors, support staff and/or parents can refer a student to student support services (S3) if they feel a student is in need of additonal support. A student's performance is then reviewed by the team, goals are set, and interventions developed. The team reconvenes at a later date to see waht progress has been made based on the data reporting. Students who continue to struggle are ultimately then referred for an evaluation to consider if a disability is present and if that warrants specially designed instruction. The USCSD Special Education Data Report for the 2016-17 school year represented 72.4% of students receiving special education services were educated in regular education classes 80% or more of their school day. The state average was 62.4%. However, the District recognizes that a small number of students may require a more restrictive education setting to receive FAPE. The least restrictive environment is ultimately determined by an IEP team. Regardless of the placement on the continuum of services, any level may be the LRE based on the student's needs.

2. The USCSD's Student Support Services' team works very closely with each building leader to ensure that the USCSD offers students with disabilities the full continuum of supports/services and education placement options available within the District to support students with disabilities access to the general education curriculum in the least restrictive environment (LRE). This is accomplished through the use of research-based/evidence-

based programs in the core areas of reading, English,and math that are aligned with the Common Core Standards, as well in the areas of history, science,technology,related arts and elective programs offered at the High School. The District has worked closely with PaTTAN, our local IU3, and additional outside agencies in delivering site- based training,consultation and technical assistance to teachers,support staff,and administrators. Within the general education environment, the USCSD uses a variety of evidenced based instructional methods. In grades K8, all students are closely monitored through curriculum based assessments. Both regular education and special education students are supported in the general education environment with a variety of supplemental programs and services as student needs warrant. Programs may include the following: flexible, ability level grouping through guided reading using a balanced literacy approach, SRA Corrective Reading, Fundations Reading Program and PCI Reading Program. Students who require supplemental aids and supports within the general education setting may utilize the following: nurses, personal care aide, hearing support, occupational therapy, physical therapy, speech and language support, assistive technology, picture schedule, positive behavior support plan (PBSP), psychological services, etc. IEP teams of students with complex needs have utilized the Supplementary Aids and Services Toolkit (SaS) to determine appropriate specially designed instruction to ensure seamless integration. Additionally, a group of professionals from the high school particiapted in Project Max and continues to receive updates from the IU. Finally, the USCSD regularly contracts with outside agencies to provide on-going (in the classroom) training and support to teachers/support staff in order for students to remain and make progress in the general education setting.

3. Prior to a student being placed in an out-of-district placement, such as an Approved Private School (APS) an Individualized Education Program (IEP) team meeting is held. All required members of the IEP team are invited to participate in determining the appropriate placement of a student who has not been successful within his/her own school. All relevant data is discussed and analyzed, *i.e.,* progress monitoring data,behavior charts, work samples,current grades,parent information,etc. If the IEP team determines that additional data is needed to make a decision about educational placement,a Permission to Reevaluate (PTR) is issued. If the IEP team has all data needed to make the decision regarding educational placement, a new IEP is developed and a Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN) is issued to the parents. Upon parental approval and acceptance by the APS,the student's new placement will begin.The USCSD's Director/Assistant Director of Student Support Services maintains close contact with the APS on the progress the student is making. The District's Director/Assistant Director of Student Support Services, Curriculum Leader or Department Chair participates in all meetings and parents are regularly notified of the extra-curricular activities available within the school district. When a student is no longer in need of the APS placement, a transition plan is developed and implemented to ensure a successful transition back to the student's home school. Data from the 2014-15 indicatesd that the USCSD had 6.6% of its special education students placed outside of the school district. The state average was 4.8%. After reviewing the data, it was determined that the USCSD has a number of students who attended a Community-based work/training center (Goodwill etc) thus reflecting the

out of district child count. Since that time, the district has worked diligently with all stakeholders and been able to transition students back into district programming. Data from the 2016-17 school year revealed that the USCSD had 5.1% of its special education population in out of district placements, which is within the SPP target. That is a 20% decrease for the district while the state average remains relatively constant at 4.9% It is the district's intention to continually strive at transitioning our students to the least restrictive environment and meeting the students' educational and post-secondary needs.

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 USCSD's Positive Behavior Support for Exceptional Students consists of four levels, based upon best practices and current professional research. The four levels of intervention are:

Level I – Discipline Policy

The district has a Board-approved Student Conduct, Responsibilities, Rights and Disciplinary Procedures Policy. This policy should be reviewed whenever interventions are considered. (Note: Special Education Standards and Regulations must be considered along with the current case law.)

Level II – Classroom Proactive Behavior Strategies

Effective classroom management must involve proactive classroom strategies, positive behavioral interventions to be used when problems arise, and continued emphasis on student learning to manage their own behaviors. Without proactive classroom management methods, as well as an emphasis on student self-management, behavior change interventions will have limited long term effectiveness.   Strategies emphasized may include:

Proactive Classroom Management

- Effective Teaching Practices

- Frequent Monitoring/Feedback

- Clear Expectations and Procedures

- Effective Classroom Schedules

- Use of Appropriate Activities/Materials

- Social Praise

- Environmental Cues

- Curriculum Adaptations

- Direct Instruction

- Differential Teaching Strategies

- Task Analysis

- Instruction in Self-Monitoring

Pro-Social Behavior

- Systematic Reinforcement

- Modeling Pro-social Behavior

- Verbal Instruction

- Role Playing

- Cueing

- Behavioral Goal Setting

Social Problem Solving

- Discussions of Real Life Dilemmas

- Role Playing

- Student participation in Decision-making

- Activities

- Alternative Thinking

- Social Skills Instruction

Affective Strategies and Communications

- Active Listening

- Communication Skills Training

Use Of Assistive Devices

- Allow students to express themselves through augmentative devices

- Functional Communication Training

-       Open Communication Policy (High School only)

Level III - Intensive Positive Behavior Support

The primary goal of effective positive behavior support is to produce long- lasting behavior change by teaching alternative skills and building supportive environments. Some student(s) whose behavior interfere(s) with learning may respond well to typical classroom positive support strategies. However, other students may require more intensive positive behavior support.

Positive behavior support is based upon four (4) main assumptions:

1. Challenging behaviors serve as a function for the students.
2. Challenging behaviors are context related.
3. Effective interventions are based on a thorough understanding of the problem behavior.
4. Behavior support plans should be guided by two (2) values: 1) all students with disabilities should be treated with the same dignity and respect as their peers without disabilities, and 2) all students with disabilities have the right to be included in integrated activities.

This positive behavior support policy will not attempt to list the individual procedures that may be appropriate for specific problems. Given the diverse characteristics of students and of the learning environment, the same behavior intervention may be effective for one student and not the other student that exhibits the same behavioral difficulty. Additionally, the goal of positive behavior support is not to develop a listing of positive behavioral techniques which should be uniformly applied to all students, but rather to develop a comprehensive set of positive interventions that meets the unique needs of specific individuals and results in long lasting behavioral change.

The following steps should be followed when creating and implementing positive behavioral supports:

Step 1: Conduct A Functional Assessment Of The Behavior
Step 2: Develop Hypothesis Statements
Step 3: Design A Positive Behavioral Support Plan
Step 4: Evaluate Effectiveness/data collection
Step 5: Modify The Positive Behavior Support Plan As Needed

Level IV:
Significantly Intensive Behavior Support Techniques

Administrators, instructors,and support staff utilizing restraint procedures will be certified in Comprehensive Crisis Management (CCM) and trained by certified CCM trainers. The following aversive techniques (as per PDE) will not be utilized by any USCSD personnel (this is not an exhaustive list): corporal punishment, prone restraints, punishment for a manifestation of a student's disability, locked rooms, noxious substances, deprivation of basic human rights, suspensions constituting a pattern, treatment of demeaning nature, or electric shock. The USCSD provides training regarding the development of behavior improvement plans to relevant personnel and support staff. These individuals will be

trained in the use, procedures, and techniques regarding de-escalation and physical restraint.

The goals of Crisis Management:
1. To promote safety of the individuals receiving and providing care.
2. To reduce the use of seclusion and restraint in all healthcare settings.
3. To promote the use of best treatment practices.
4. To promote an environment of partnering and collaboration.
5. To eliminate the use of aversive/coercive interventions.

Training: Annually, staff members who are certified CCM trainers receive a two day recertification training on-site. Quarterly trainings are provided to selected staff to be certified in CCM. Selected staff are identified by special education teachers and administrators in order to provide effective behavioral supports to students and professional development to staff. The USCSD is also enhancing the Student Assistance Programs (SAP) from a K-12 lens to provide another layer of social, emotional, and behavioral supports to students and families. This is done through the student support services meetings in the district. SAP certified teachers are aware of the purpose and processes used to support students behaviorally within the school system. All schoold district faculty have also received training in suicide prevention and awareness as a means of behavioral supports to students. Finally, mental health first aide training has been prvoided to identified teachers in grades 7-12.

SCHOOL BASED BEHAVIORAL HEALTH: Currently, the district operates effective emotional support programs at Boyce Middle School (grades 5, 6), Ft. Couch Middle School (grades 7, 8) and the High School (grades 9 through 12). At the High School, a district special education teacher works with a school psychologist. Also, within the classroom an assigned paraprofessional and a .5 special education teacher work to provide additional academic supports to students. At Boyce and Ft. Couch, a district special education teacher teams with the school counselor for that grade level . The emotional support teams provide academic, social and behavioral programming to students within the least restrictive environment. In order to provide program consistency and support transitions of students, the special education curriculum leader for the district oversees the 5-12 emotional support program. The school district also contracts with a professor through the School of Psychology at the University of Pittsburgh to have guidance with additional resources and supports for students/families.

In addition to formal emotional support programs, school counselors provide some social skills and behavioral/self-regulation instruction for targeted students in the elementary and middle schools.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.

2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The USCSD utilizes an interagency process of collaborative consultation with community agencies and parents to problem solve ways of educating difficult to service children in the least restrictive environment. The district relies on the Local Interagency Coordinator through IU 3 as well as Allegheny County's Department of Human Services to assist in interagency planning. This process helps to eliminate barriers to appropriate educational placements. It manages time efficiently and effectively, and is responsible for the implementation of service from an established continuum of programs that are solution oriented. Meeting participants include the child, parents, parent advocates, psychiatrist, licensed and school psychologists, social workers, teacher(s), and when appropriate, probation, Child and Youth representatives, MH/MR, school administration and guidance. USCSD has been very fortunate to work so closely with area educational and mental health agencies. At this time, there is not a need to expand the continuation of services.

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

Facility Name	Facility Type	Services Provided By	Student Count
Southwood Hospital	Nonresident	Education Agency via contract with individual school districts or Upper St. Clair School District	7

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
The Children's Institute	Approved Private Schools	Life Skills Support	7
Wesley Spectrum K-8	Other	Emotional Support and Autistic Support	2
The Watson Institute	Approved Private Schools	Life Skills Support and Autistic Support	11
Mon Valley School	Special Education Centers	Emotional Support	1
Watson Institute Social Center for Academic Achievement	Other	Autistic and Emotional Support	1
Instruction in the home	Instruction in the Home	Instruction in the Home	2

Special Education Program Profile

Program Position #1 - Proposed Program

> *Operator:* School District

> **PROPOSED PROGRAM INFORMATION**

>> *Type:* Class

>> *Implementation Date:* March 30, 2018

>> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	10	0.5
Justification: The age range is justified and supported through the IEP				
Locations:				
Baker Elementary (JS)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	7	0.5
Locations:				
Baker Elementary (JS)	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

>   *Operator:* School District
>   **PROPOSED PROGRAM INFORMATION**
>>   *Type:* Class
>>   *Implementation Date:* March 30, 2018
>>   *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
>   **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	5	0.6
Locations:				
Baker 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	7 to 9	4	0.4
Locations:				
Baker 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:* Class
>>   *Implementation Date:* March 30, 2018
>>   *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
>   **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	13	0.6
Locations:				
Eisenhower 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	0.4
Locations:				

Eisenhower Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	17	0.6
Locations:				
Eisenhower (AH)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	1	0.4
Locations:				
Eisenhower 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: Class

Implementation Date: March 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	9	0.7
Justification: Enrollment				
Locations:				
Eisenhower 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	5 to 9	1	0.2
Justification: Students within in age range are not in class continually together; the IEP team justifies the age range				
Locations:				
Eisenhower Elementary	An Elementary School	A building in which General Education		

	Building	programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	1	0.1
Locations:				
Eisenhower 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: Class

Implementation Date: March 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	3	0.4
Locations:				
Boyce Middle	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	10 to 12	11	0.6
Locations:				
Boyce Middle (JM)	A Middle School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	4	0.35
Justification: scheduling				
Locations:				
Boyce Middle	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	10 to 12	13	0.65
Justification: scheduling				
Locations:				
Boyce Middle	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: Class

            Implementation Date: March 30, 2018

            Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	3	0.1
Locations:				
Boyce Middle	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	10 to 12	11	0.6
Locations:				
Boyce Middle	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%)	Emotional Support	10 to 12	2	0.2
Locations:				
Boyce Middle	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	10 to 12	2	0.1
Locations:				
Boyce Middle	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: Class
Implementation Date: March 30, 2018
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	1	0.47
Locations:				
Boyce Middle	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	10 to 12	9	0.45
Locations:				
Boyce Middle	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	Learning Support	10 to 12	1	0.08
Locations:				
Boyce Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class
Implementation Date: March 30, 2018
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	1	0.1
Locations:				
Fort Couch Middle	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 14	1	0.1
Locations:				
Fort Couch Middle	A Middle School	A building in which General		

Building	Education programs are operated			

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	12	0.6
Locations:				
Fort Couch Middle	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	2	0.2
Locations:				
Fort Couch Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	13	0.6
Locations:				
Fort Couch Middle	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 14	6	0.4
Locations:				
Fort Couch Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	10	0.6
Locations:				
Fort Couch Middle	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 14	5	0.4
Locations:				
Fort Couch	A Middle School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	6	0.6
Locations:				
Fort Couch Middle	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	12 to 14	5	0.4
Locations:				
Fort Couch Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Learning Support	12 to 14	4	0.35
Locations:				
Fort Couch Middle	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 14	8	0.65
Locations:				
Fort Couch Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Class
> > *Implementation Date:* March 30, 2018
> > *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	0.8
Locations:				
Upper St. Clair 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	14 to 18	8	0.2
Justification: They are in co-taught classes				
Locations:				
Upper St. Clair High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Class
> > *Implementation Date:* March 30, 2018
> > *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	19	1
Justification: The students are not in the same class at the same time. They all have different schedules and are involved with job training outside of the building.				

Locations:				
Upper St. Clair High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	10	0.3
Locations:				
Upper St. Clair 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	14 to 18	13	0.7
Justification: scheduling				
Locations:				
Upper St. Clair High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	26	0.7
Locations:				
Upper St. Clair 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	14 to 16	3	0.3
Locations:				
Upper St. Clair 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: Class

        Implementation Date: March 30, 2018

        Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	18	0.6
Locations:				
Upper St. Clair 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 17	7	0.4
Locations:				
Upper St. Clair High	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: Class

        Implementation Date: March 30, 2018

        Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	20	0.7
Locations:				
Upper St. Clair 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%)	Emotional Support	14 to 18	4	0.3
Locations:				
Upper St. Clair High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Class

        Implementation Date: March 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	0.5
Locations:				
Upper St. Clair 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	14 to 18	11	0.5
Locations:				
Upper St. Clair High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program

> *Operator:* School District
>
> **PROPOSED PROGRAM INFORMATION**
>
> > *Type:* Class
> > *Implementation Date:* March 30, 2018
> > *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
>
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	9	0.7
Locations:				
Streams 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	5 to 8	4	0.3
Locations:				
Streams Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program

> *Operator:* School District
>
> **PROPOSED PROGRAM INFORMATION**
>
> > *Type:* Class
> > *Implementation Date:* March 30, 2018
> > *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
>
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	8	0.5
Locations:				
Streams 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	8	0.5
Locations:				
Streams Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program

Operator: Outside Contractor for the School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	40	0.62
Justification: This Speech and Language teacher serve the whole K-4 building.The students that are beyond the age range are not serviced in the same instructional group.				
Locations:				
Eisenhower 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	Speech and Language Support	14 to 21	2	0.15
Justification: Services high school life skills program for students up to 21				
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program

Operator: Outside Contractor for the School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	60	1
Justification: This Speech and Language Therapist serves the whole K-4 Building.The students that are beyond the age range are not serviced in the same instructional group.				
Locations:				
Streams Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26
        Operator: Outside Contractor for the School District
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	48	0.74
Justification: This Speech and Language Therapist serves the whole K-4 Building.The students that are beyond the age range are not serviced in the same instructional group.				
Locations:				
Baker Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program
        Operator: Intermediate Unit
        PROPOSED PROGRAM INFORMATION
            Type: Class
            Implementation Date: March 30, 2018
            Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 12	31	0.55
Locations:				
Boyce 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	Speech and Language Support	12 to 14	10	0.45
Locations:				
Fort Couch Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program
        Operator: Intermediate Unit
        PROPOSED PROGRAM INFORMATION
            Type: Class
            Implementation Date: March 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	7 to 8	1	0.02
Locations:				
Streams 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	Blind or Visually Impaired Support	10 to 11	1	0.02
Locations:				
Boyce	A Middle 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	5 to 8	2	0.02
Justification: Provides services in an elementary building grades K-4				
Locations:				
Eisenhower	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 30, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	16 to 18	1	0.02
Locations:				
Upper St. Clair 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	Deaf and Hearing Impaired Support	6 to 8	2	0.02
Locations:				
Eisenhower	An Elementary School	A building in which General Education		

Elementary	Building	programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 8	2	0.04
Locations:				
Streams Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Assistant Director of Student Support Services	Across all Buildings	1
Director of Student Support Services	Across all Buildings	1
Special Education Curriculum Leader	Across all buildings	1
Special Education Department Chair	K-6	0.5
School Psychologist	Grade 6 (1 building), Grades 7-8 (1 building), Grades 9-12 (1 building)	1
School Psychologist	Grades K-4 (3 buildings), Grade 5 (1 building)	1
Special Education Teacher Aides/Paraprofessionals	Across all Buildings	45
School Psychologist	High School Emotional Support	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Outside Contractor	2 Days
Occupational and Physical Therapy	Outside Contractor	5 Days
Nursing	Outside Contractor	5 Days
Consultant with University of Pittsburgh	Outside Contractor	0.25 Hours

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

This question has not been answered.

District Accomplishments

Accomplishment #1:

School Performance Profile Scores (District Average is 85.35)

Accomplishment #2:

High student performance rankings on the SAT college entrance exam (First in the Pittsburgh region, eighth in the state of Pennsylvania)

Accomplishment #3:

Rate of College Bound Graduates (Consistently Higher than 95%)

Accomplishment #4:

Consistent Levels of High Achievement on State Assessments in all Tested Areas

Accomplishment #5:

STEAM/STEM enhancements across levels within the district

Accomplishment #6:

Strong connection with parent organizations (Parent Teacher Council)

Accomplishment #7:

Enhanced student supports through positive behavior support program training and Comprehensive Crisis Management training

Accomplishment #8:

Increased safety and security through district staffing, training, and programs

Accomplishment #9:

Development and implementation of student leadership academies to grow student leaders

Accomplishment #10:

Implementation of Professional Learning Communities (PLCs) at the elementary, middle, and high school levels

District Concerns

Concern #1:

With ongoing concerns in the area of school safety, the ability to maintain effective development of district safety and security measures through staff training (professional development) and student programming (safe and supportive schools) to ensure best practices are implemented on a consistent basis

Concern #2:

Analyzing and utilizing student provided input and data as it is related to students' social and emotional well-being to continue to develop responsive programming to meet student needs

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #7)* Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

District Level Plan

Action Plans

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

> **Indicators of Effectiveness:**
>
> > Type: Annual
> >
> > Data Source: DIBELS-nonsense word fluency subtest
> >
> > Specific Targets: Each school must have interventions in place for students not meeting proficiency levels on the PSSA and/or Keystone Exams that maximize instructional time, appropriate materials, and staffing.
> >
> > 75% of students in first grade who have been identified and are receiving consistent interventions will achieve the end of the year benchmark for nonsense word fluency on the DIBELS Nonsense Word Fluency Subtest.
> >
> > Type: Annual
> >
> > Data Source: Keystone Data
> >
> > Specific Targets:
> >
> > Each school must have interventions in place for students not meeting proficiency levels on the PSSA and/or Keystone Exams that maximize instructional time, appropriate materials, and staffing.

75%-80% of students receiving remediation in Keystone assessed areas will achieve proficiency on the retake.

Type: Annual

Data Source: NWEA MAP growth assessment

Specific Targets: Each school must have interventions in place for students not meeting proficiency levels on the PSSA and/or Keystone Exams that maximize instructional time, appropriate materials, and staffing.

75% of students in grades 3-8 who are have been identified and are receiving consistent interventions will achieve their projected growth in reading by the end of the school year.

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-

33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

SAS Alignment: Instruction

Implementation Steps:

Student Interventions

Description:

Principals will utilize various data points (PSSA, Keystone, PVAAS, curriculum-based assessments) in order to provide opportunities for second chance learning. Indicators of implementation will include: identification of types of remediation, schedules for remediation, follow-up assessment scores indicating improvement of assessments

Start Date: 8/1/2019   **End Date:** 6/1/2020

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

- Differentiating Instruction

Supporting staff to support students

Description:

Through the curriculum recommendation process, district assessment practices will be reviewed to identify appropriate data tools to ensure that student needs are evaluated effectively in order to identify academically at-risk students and to esnure effective progress monitoring.

The professional development agenda will continue to identify trainings based off of teacher input through the professional development survey.

In turn, staff will continue to gain knowledge to support classroom instruction to support student learning.

Start Date: 7/1/2019   **End Date:** 6/15/2022

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description
7/1/2019	6/15/2022	Supporting staff to support students	Through the curriculum recommendation process, district assessment practices will be reviewed to identify appropriate data tools to ensure that student needs are evaluated effectively in order to identify academically at-risk students and to esnure effective progress monitoring. The professional development agenda will continue to identify trainings based off of teacher input through the professional development survey. In turn, staff will continue to gain knowledge to support classroom instruction to support student learning.

Person Responsible	SH	S	EP	Provider	Type	App.
Central Office Administration and Principals	3	3	50	LEA	College or University	No

Knowledge	Effective progress monitoring and utilization of data to drive student instruction
Supportive Research	*Continue to investigate an MTSS model with research based interventions to determine student growth and

need

*Continue to review interventions and identified tiers of supports within buildings to support students effectively based off of data

Designed to Accomplish

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

Training Format	Series of Workshops School Whole Group Presentation Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) High (grades 9-12)

Follow-up Activities Student support services meeting, professional learning committee meetings

Evaluation Methods Student PSSA data
Standardized student assessment data other than the PSSA
Classroom student assessment data
Participant survey

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.

Affirmed by Amy Billerbeck on 11/28/2018

Board President

Affirmed by John Rozzo on 11/28/2018

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 Amy Billerbeck on 4/25/2018

Board President

Affirmed by Patrick O'Toole on 4/25/2018

Superintendent/Chief Executive Officer