

Shaler Area SD

**District Level Plan**

07/01/2019 - 06/30/2022



This is a Draft Copy of the Shaler Area School District  
Comprehensive Plan for 2019-2022.

This Draft Copy is on public review from Thursday, October 11 through Wednesday, November 7, 2018. Should you have any questions or suggestions, please contact Dr. Bryan O'Black, Assistant Superintendent via email ([oblackb@sasd.k12.pa.us](mailto:oblackb@sasd.k12.pa.us)) or by calling 412-492-1200 ext. 2801.

# District Profile

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## Demographics

1800 Mount Royal Blvd  
Glenshaw, PA 15116  
(412)492-1200  
Superintendent: Sean Aiken  
Assistant Superintendent: Bryan O'Black  
Director of Special Education: Kathleen Graczyk

## Planning Process

The Shaler Area School District solicited the input of many school and community constituents in developing the 2019-2022 Comprehensive Plan. Participants provided valuable input, feedback, and review to various components of the plan. Contributors included school district administrators, teachers, and support staff as well as parents and community members.

During this process a number of subcommittees were formed. The Special Education subcommittee consisting of regular educators and special education teachers from elementary and secondary levels, a parent and the Student Services Director reviewed the prior special education plan and made changes and adjustments to formulate our current special education plan. The plan was put up for thirty day review in April and submitted and approved in May of 2018. The plan runs from July of 2018 through June of 2021.

In addition to the Special Education subcommittee, a Student Services Task Force was also developed by a subgroup of administrators, teachers, and program and support personnel. This group refined the existing student services plan components including the identification and assistance of struggling and gifted students, diagnostic, intervention and referral services, consultation and coordination services, and coordination with community services.

The District Level Planning Team led by the Superintendent of Schools, Assistant Superintendent of Schools and a consultant consisted of school level administrators, elementary and secondary teachers, as well as parents and community and business representatives. The District Level Planning Team met throughout the school year, producing the District's new mission and vision statements as well as common values/beliefs as well as a discussion of professional development opportunities. It was this guiding document that provided the foundation for further Comprehensive Plan development.

Shaler Area has been working to build a foundation to shape the school district's future by utilizing a concept called human-centered design. The human-centered design approach involves participation and input from various stakeholder groups throughout the problem-solving process.

Starting in the summer of 2016, administrators, district staff (including custodial, clerical, and paraprofessional staff), school board members, teachers, parents, students, and community members have met and participated in multiple activities to identify the needs and areas of focus within the district and ways to address them. This strategic planning has facilitated the creation of goals and short-term and long-term plans to achieve them.

The human-centered design process creates a flat organizational concept where each voice is valued, regardless of status or position. To facilitate the approach, Shaler Area has used resources from the Luma Institute, the educational arm of a Pittsburgh-based organization known as Maya Design and has partnered with a free, trained consultant. Utilizing the human-centered design strategies has helped the district create a foundation of trust, transparency, collaboration, and innovation on which Shaler Area will build, develop, and grow.

In October 2018, the PDE Comprehensive Plan will be made available for public inspection and full board review. During the review period, changes were made based on the feedback. In November 2018, the plan was officially submitted to the Shaler Area School Board for its approval.

In conjunction with Comprehensive Planning process the district has contracted with HHSDR Architects to complete a long range feasibility study that will yield recommendations for consideration in the areas of: building repairs, construction, additions and consolidations over the next several years. This feasibility study has and will continue to be shared with the public with official recommendations and actions still pending.

## **Mission Statement**

The Shaler Area School District is a collaborative, innovative, creative learning environment for all.

## **Vision Statement**

To serve our Shaler Area community and its children by providing an education that fosters our youth to be contributing members of society

To develop resiliency, empathy, creative thinking, critical thinking, and problem solving in every student on their path to fulfilling their potential

## **Shared Values**

- We value the celebration and promotion of excellence in our community.
- We value a culture where everyone has a voice and everyone is an owner.
- We value and encourage creative and innovative risk-taking.
- We value our responsibility to serve and educate our community.

-We value an atmosphere of trust, transparency, and collaboration.

## Educational Community

Shaler Area School District is a suburban public school district bordering the City of Pittsburgh, Pennsylvania. The student enrollment for 2018-2019 is 4,359. The district provides a comprehensive educational system from kindergarten through grade twelve and is accredited through the PA Department of Education. Instructional areas include regular instruction, special education (including gifted), vocational education and all necessary support services. The mission of the District is to be a collaborative, innovative, creative learning environment for all. The Shaler Area School District is comprised of the Townships of Shaler and Reserve, and the Boroughs of Etna and Millvale. The District encompasses approximately 14.4 square miles in the North Hills area of Allegheny County and is located approximately 10 miles from the City of Pittsburgh. The District is bounded on the north by Hampton Township; on the northeast by Indiana Township; on the northwest by Ross Township; on the southeast by O'Hara Township; on the south by Sharpsburg Borough and the Allegheny River and on the southwest by the City of Pittsburgh. The District is comprised of four primary buildings, K - 3, ( Burchfield, Marzolf, Reserve and Scott), an Elementary School (grades 4 - 5 - 6), a Middle School (grades 7 - 8) and a Senior High School (grades 9 - 12).

The district employs a Superintendent of Schools, Assistant Superintendent, Coordinator of Technology, Coordinator of Academic Services, Director of Student Services, Director of Business Affairs/Board Secretary, Director of Buildings and Grounds, Athletic Director and Communications Specialist. The district employs a building principal for each of its four primary schools, one elementary school, one middle school and one high school. Assistant Principals are employed at the elementary, middle and high schools.

### Historic School Performance Profile Scores:

<b>School Name</b>	<b>SY 15-16</b>	<b>SY 16-17</b>
• Burchfield Primary	90%	95.8%
• Jeffery Primary	86%	70.6%
• Marzolf Primary	76%	72.1%
• Rogers Primary	94%	91.6%
• Reserve Primary	75%	78.6%
• Shaler Area Elem	69%	71.2%
• Shaler Area Middle	55%	58.5%
• Shaler Area High	83%	77.5%

**Advanced Placement Courses:** The Shaler Area School District offers the following advanced placement courses at Shaler Area High School: AP Studio Art (Drawing), AP Physics, AP Studio Art (2-D Design), AP United States History, AP English Language & Composition, AP European History, AP English Literature & Composition, AP Economics, AP Calculus AB (Pitt), AP Spanish Language, AP Calculus BC (Pitt), AP French Language, AP Biology, AP Latin: Vergil, AP Chemistry and AP Japanese Language

**Community Partners:** Attack Theatre, Apple Inc., Arts Education Collative, Allegheny Intermediate Unit 3, Center for Creativity, Carnegie Science Center, Children's Museum of Pittsburgh, Dream Flight Adventures, Duquesne University, Grable Foundation, Hear Me!, Saturday Night Brigade, Shaler North Hills Library, Math and Science Collaborative, Millville Library, MakeShop of Pittsburgh and the Pittsburgh Zoo and Aquarium.

**Medical Facilities** Most Pittsburgh hospitals and health care facilities are within easy access of the District. Closest to the District are Allegheny General Hospital, UPMC St. Margaret Hospital and UPMC Passavant Hospital. All of these hospitals have undertaken recent and on-going expansion projects designed to improve their facilities.

**Higher Education** The District is located within easy access of the numerous institutions of higher education which are located throughout the area. The closest is LaRoche College, which is located north of the District in the Town of McCandless, near North Hills Passavant Hospital. Other institutions located throughout the area include Community College of Allegheny County, Carlow University, Carnegie-Mellon University, Chatham University, Duquesne University, the Pennsylvania State University (McKeesport, New Kensington and Kittanning Campuses), Pittsburgh Theological Seminary, Point Park University, Presbyterian Theological Seminary, Robert Morris University and the University of Pittsburgh.

**Title I Distinguished Schools:** Schools in Shaler Area (Jeffery, Reserve and Marzolf Primary Schools) have been named Title I Distinguished Schools in four of the past five years.

### **Pillars for a Highly Effective Shaler Area School District**

#### *Pillar 1 ~ Commitment to Organizational Development*

Key Thoughts/ideas: collaborative systems, trust and transparency, clear communication and expectations, systems for feedback, accountability

#### *Pillar 2 ~ Commitment to Curriculum, Instruction and Assessment*

Key Thoughts/ideas: innovative thinking, no excuses, supports, interventions and needs, focus on student growth, improve instructional practices, moving away from traditional to collaborative and innovative teaching methods, focus on learning, ownership, trust and fear, alignment between schools

#### *Pillar 3 ~ Commitment to Human Development*

Key Thoughts/ideas: trust, accountability, growth-minded, traditional to

collaborative and innovative, human design, attitude, pride, compassion and empathy, continuous improvement, equity for all, strive for excellence

*Pillar 4 ~ Commitment to Financial and Resource Development*

Key Thoughts/Ideas: fiscal responsibility, operational efficiencies, human resources and human design, trust and fear, communication, transparency, seek regional resources

*Pillar 5 ~ Commitment to Community Development*

Key Thoughts/Ideas: communication, parent engagement, trust and transparency, awareness and understanding of demographics within community, stewardship, community partnerships

## Planning Committee

Name	Role
Sean Aikin	Administrator : Professional Education Schoolwide Plan
Heather Berney	Administrator : Professional Education Special Education Schoolwide Plan
John Kaib	Administrator : Schoolwide Plan
Sherri Ludwig	Administrator : Schoolwide Plan
Ian Miller	Administrator : Professional Education
Eloise Milligan	Administrator : Professional Education Schoolwide Plan
Dr. Bryan O'Black	Administrator : Professional Education Special Education Schoolwide Plan
JoAnne Townsend	Administrator : Professional Education
Suzanna Donahue	Board Member : Professional Education
Jim Fisher	Board Member : Professional Education
April Kwiatkowski	Board Member : Professional Education
Wendy Bartsch	Business Representative : Professional Education
Eileen Phillips	Business Representative : Professional Education
Lisa Anderson	Community Representative : Professional Education
Dirk Lesnett	Community Representative : Professional Education
Kathleen Newport	Ed Specialist - Home and School Visitor : Professional Education Special Education
Mitch Stivenson	Ed Specialist - Instructional Technology : Professional Education Special Education

	Schoolwide Plan
Lezlie DelVecchio Marks	Ed Specialist - School Counselor : Professional Education
Maryann Swartz	Ed Specialist - School Counselor : Professional Education Special Education Schoolwide Plan
Karen Constantakis	Ed Specialist - School Psychologist : Professional Education Special Education
Kristin Zientek	Elementary School Teacher - Regular Education : Professional Education
Julie McDermott	Elementary School Teacher - Regular Education : Professional Education
Julia Igims	Elementary School Teacher - Special Education : Professional Education Special Education
Michele Kline	Elementary School Teacher - Special Education : Professional Education Special Education
Listy Myros	Elementary School Teacher - Special Education : Professional Education Special Education
Brian Marree	High School Teacher - Regular Education : Professional Education
Craig Wells	High School Teacher - Regular Education : Professional Education
Gina Chmielewski	High School Teacher - Special Education : Professional Education Special Education
Sarah Neaves	Middle School Teacher - Regular Education : Professional Education
Sondra Jodkin	Middle School Teacher - Regular Education : Professional Education Special Education
Nichol Myros	Middle School Teacher - Special Education : Professional Education Special Education
Steve Deal	Parent : Professional Education
Mike Dunn	Parent : Professional Education
Heather McGregor	Parent : Professional Education
Elizabeth Wolff	Parent : Professional Education Special Education
Kathleen Graczyk	Special Education Director/Specialist : Professional Education Special Education Schoolwide Plan

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

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

*This narrative is empty.*

#### Elementary Education-Intermediate Level

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

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

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

*This narrative is empty.*

### **Middle Level**

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

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

*This narrative is empty.*

### High School Level

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

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

*This narrative is empty.*

### Adaptations

#### Elementary Education-Primary Level

*Checked answers*

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

*Unchecked answers*

*None.*

#### Elementary Education-Intermediate Level

*Checked answers*

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

*Unchecked answers**None.***Middle Level***Checked answers*

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

*Unchecked answers**None.***High School Level***Checked answers*

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

*Unchecked answers**None.*

Explanation for any standards checked:

The district adapts and accommodates the PA Core Standards in English/Language Arts, mathematics, and science. The district also provides accommodations as outlined in PDE's Accommodations Guidelines and Accommodations Guidelines for ELLs for students with IEPs, 504 plans, ESL plans, and test features available for all students.

**Curriculum*****Planned Instruction*****Elementary Education-Primary Level**

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional	Developing

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

Processes used to ensure Accomplishment:

The Shaler Area School District is currently in a multi-year transition to the PA Core Standards in the areas of English Language Arts and Mathematics. Additionally, curriculum development has been completed in the areas of Art, Music, Science and Social Studies. Curriculum Councils with representation across grade levels and buildings have been formed, trained and provided with professional release time. Our curriculum writing process is stepped in the Understanding by Design model and encourages teachers to create fluid curriculum that is ever-changing based on our individual student needs. This process provides the steps necessary to accomplish the above listed curriculum characteristics.

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**

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

Processes used to ensure Accomplishment:

The Shaler Area School District is currently in a multi-year transition to the PA Core Standards in the areas of English Language Arts and Mathematics. Additionally, curriculum development has been completed in the areas of Art, Music, Science and Social Studies. Curriculum Councils with representation across grade levels and buildings have been formed, trained and provided with professional release time. Our curriculum writing process is stepped in the Understanding by Design model and encourages teachers to create fluid curriculum that is ever-changing based on our individual student needs. This process provides the steps necessary to accomplish the above listed curriculum characteristics.

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**

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

Processes used to ensure Accomplishment:

The Shaler Area School District is currently in a multi-year transition to the PA Core Standards in the areas of English Language Arts and Mathematics. Additionally, curriculum development has been completed in the areas of Art, Music, Science and Social Studies. Curriculum Councils with representation across grade levels and buildings have been formed, trained and provided with professional release time. Our curriculum writing process is stepped in the Understanding by Design model and encourages teachers to create fluid curriculum that is ever-changing based on our individual student needs. This process provides the steps necessary to accomplish the above listed curriculum characteristics.

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**

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

Processes used to ensure Accomplishment:

The Shaler Area School District is currently in a multi-year transition to the PA Core Standards in the areas of English Language Arts and Mathematics. Additionally, curriculum development has been completed in the areas of Art, Music, Science and Social Studies. Curriculum Councils with representation across grade levels and buildings have been formed, trained and provided with professional release time. Our curriculum writing process is stepped in the Understanding by Design model and encourages teachers to create fluid curriculum that is ever-changing based on our individual student needs. This process provides the steps necessary to accomplish the above listed curriculum characteristics.

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.

By the use of differentiated instructional approaches and formative assessment, teachers in the Shaler Area School District create modifications and adaptations based on the needs of students and/or based on IEP goals that are specified by the IEP Planning Team.

## **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
- Department Supervisors
- Instructional Coaches

##### *Unchecked Answers*

- Not Reviewed

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

Administrators in the Shaler Area School District regularly conduct classroom walk-throughs and formal observations as required by district and state policy. Additionally, the Shaler Area School Districts has an Instructional Leadership Team comprised of all district administrators and buildings principals. This Instructional Leadership Team meets once per month and identified a focus area for observations. Principals across all grade levels conduct walk-throughs in teams to observe very grade level instruction. This allows principals to have an understanding of the curriculum, rigor and level of expectation at each grade level. As a means of professional development, principals and administrators debrief and develop action items for instructional improvement at all levels.

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**

<b>Instructional Practices</b>	<b>Status</b>
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.	Full Implementation

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

*This narrative is empty.*

#### **Elementary Education-Intermediate Level**

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

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

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 Shaler Area School District utilizes several different methods in order to recruit and assign the most effective and highly qualified teachers. When vacancies in teaching or administrative positions occur, we advertise primarily via PA-Educator.net, local newspapers and via our substitute teacher pool. Following the application period and screening both site-based and central office interviews occur. Site-based interviews can include: building administrators, subject area teachers and department chairs. Central Office interviews consist of: Superintendent of Schools, Assistant Superintendent and the Director of Special Education. The most qualified candidate is then recommended to the Shaler Area School District Board of Directors for approval. Once teachers are formally hired, build and central office administrators meet to discuss the most appropriate teaching assignment. Additionally, Shaler Area School District only hires teachers who meet the criteria of "Highly Qualified" under the No Child Left Behind Act.

## **Assessments**

### **Local Graduation Requirements**

<b>Course Completion</b>	<b>SY 19/20</b>	<b>SY 20/21</b>	<b>SY 21/22</b>
Total Courses	25.00	25.00	25.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	8.00	8.00	8.00
Minimum % Grade Required for Credit (Numerical Answer)	69.00	69.00	69.00

### *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.

#### *Unchecked answers*

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

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

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

### *Local Assessments*

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

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Pennsylvania System of School Assessment (PSSA)	X	X	X	
Keystone Exams				X

Advanced Placement Tests (AP)				X
Local Common Assessments	X	X	X	X

### Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
STAR Assessment	X	X		
DIBELS	X	X		
Classroom Diagnostic Tests (CDT's)			X	X
Study Island	X			
ALEKS		X	X	
IXL			X	X

### Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Local Common Assessments	X	X	X	X
DIBELS	X	X		
Classroom Diagnostic Tests (CDT's)			X	X
Study Island	X			
ALEKS		X	X	X
IXL			X	X

### Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
DIBELS	X	X		
Classroom Diagnostic Tests (CDT's)			X	X
Study Island	X			

### *Validation of Implemented Assessments*

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review		X		
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review			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.

Common Assessments given by the Shaler Area School District are created among a representative group of teachers representing both grade levels and buildings. Assessments are stored on a shared network drive in order to assure that teachers have access to the most up-to-date assessments. Additionally, these assessments are reviewed annually by the Curriculum Council. Building Administrators work with teachers, grade levels and departments to review assessments as needed. At the secondary level, department chairs work with colleagues to formulate, review and revise common assessments as needed.

### *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.

This does not apply to the Shaler Area School District.

### *Collection and Dissemination*

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

The use of data in decision-making is evidenced at all levels within the Shaler Area School District. Each building has an established data team which reviews all levels of data (including achievement data, attendance, discipline) and uses that data to inform decisions about areas of curricular strengths, needs and where to focus improvement. The team members include representation from regular education, special education, tested and non-tested subject areas, building and district administrators. These data teams lead large group discussions within their respective buildings and also work with grade or department level groups to generate a more in-depth analysis of the data. Teachers are provided with appropriate levels of access to building and/or student level data to use for appropriate planning and instruction.

### *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.

Building level data teams in the Shaler Area School District use data to identify students who have not demonstrated achievement of the academic standards at a proficient level or higher. This information is used for instructional planning within grade levels, classrooms, with small groups of students and/or work with individual students. This information is not only utilized with content area teachers, but shared with teachers in other disciplines so they are able to support areas in which these students require additional assistance.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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.

Administrators and teachers and data teams within the Shaler Area School District utilize the data generated through Onhands Schools and PVAAS reporting system for standardized testing results. DIBELS, STAR Assessment, Study Island and CDT's all generate reports that are linked to PA assessment anchors or eligible content. Educators and administrators examine areas where our achievement and growth are strong to determine what instructional practices are effective and look to replicate those in other areas.

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

*This narrative is empty.*

### *Distribution of Summative Assessment Results*

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

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

Provide brief explanation of the process for incorporating selected strategies.

The Shaler Area School District regularly communicates summative assessment results to parents using the various methods above. Student level data is discussed in detail during parent-teacher conferences, SAP meetings and on an as needed basis as determined by the teacher and/or parent. The districts desire is to provide timely and accurate information on student progress at various times throughout the school year. Additionally, students in Grades 4-12 have access to Edline, which keeps parents up-to-date on student progress and assignment completion in each individual class. Progress Reports and Report Cards are also distributed electronically via this system.

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

*This narrative is empty.*

## Safe and Supportive Schools

### *Assisting Struggling Schools*

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

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

The Shaler Area School District prides itself upon implementing programs and services that meet the needs of all learners. The district has implemented block scheduling in the areas of ELA and Math in grades K-8. Tutoring is available at all levels throughout the district. Additional tutoring is available as needed.

At the Primary (K-3) and Elementary School (4-6) instructional time has been allocated in addition to the core reading instruction, to focus on research-based instructional strategies. The strategies are presented in small groups called "TITAN Time." Throughout this process, data is collected, instructional changes are implemented, and teachers meet in order to make determinations of student placement depending upon their response to the instruction. Additionally, universal screenings in reading for all kindergarten students two times per year.

At the secondary levels we have instituted a common Tutorial period for our students in Grades 7-8. This tutorial period allows for students to receive additional support from core content areas teachers and provides a dedicated time daily for remediation. Additionally, students who do not perform at the proficient or advanced level on the PSSA 7th Grade

Reading test are provided with an additional reading remediation period in 8th Grade. At the High School level, students who are not meeting proficiently targets and are struggling in Algebra I are placed in a Math Lab class. This class, in addition to their Algebra I class, provides small group and individualized instruction in the students areas of needs. This setting allows for students to be met at their individual levels and provides them with the much needed support to be successful in the Algebra I course they are enrolled in. Finally, throughout the district, students various needs can be addressed through the Student Assistance Teams. There are alternative educational programs available including, Mercy Behavioral and Partial Hospitalization, PACE, Friendship Academy and St. Stevens. The district refers students to outside resources that may come to work with students in a counseling capacity to better enable them to be successful academically.

### *Programs, Strategies and Actions*

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

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

*This narrative is empty.*

### *Screening, Evaluating and Programming for Gifted Students*

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

There are certain expectations we set for students to be classified as "gifted." Many characteristics create a gifted child; not every gifted child is the same. No one child has all the traits and characteristics of giftedness.

We expect certain levels of achievement and intellect as measured by standardized tests

and assessment tools. No one test we use can determine giftedness. The wide varieties of characteristics are often difficult to measure. The levels we expect are based on the best available knowledge, research and experience. Although our screening system is not perfect, we have had success at identifying gifted students who we can serve within our educational system. We use a three level screening which requires certain criteria be met at each level in order to continue in the process. Each level becomes more difficult as gifted characteristics become more apparent.

Pennsylvania School Code requires that all students be screened for gifted characteristics. Shaler Area uses a three level screening process that leads to Identifying students with gifted traits and high achievement levels. Gifted students show their talents and skills in many ways. Therefore it is critical that the screening process use a wide variety of criteria. Shaler Area screens so that both intellectual potential as well as academic achievement is considered. Since everyone must be screened, we use readily available Information at the first level. Teacher referrals and achievement tests are easily attained and reviewed for qualification to move to Level Two. In Level Two, screening the criteria is more difficult to achieve and considers intellectual potential as well as achievement. Input from the parents helps round out the picture. The final stage is the most comprehensive and uses school psychologists to test for IQ and achievement.

Everyone is screened using the results of the newest achievement scores. However, parents can initiate the screening process by writing a request to their child's principal. At that time the results of any previous screening will be reviewed and action taken as needed. Teachers can start a referral by completing the forms located in the building office.

#### **Primary:**

The Resource Room is available one day in the six-day cycle at each elementary building. Students create individual projects and develop skills in creative problem solving, research, creativity, and computer science.

#### **Elementary**

: During one of the nine-week exploratory classes identified students attend an interdisciplinary study in the SAGE Resource Room. One tutorial per week is assigned for independent projects. Special events and activities are available through the Northern Area Gifted Consortium (NAGC).

#### **Middle School**

: Students select activities and project, based on the events sponsored by the NAGC. Preparation time is taken from classes (i.e. Social Studies) as needed and at lunch time.

#### **High School:**

Advanced placement, honors classes and a wide variety of NAGC activities are offered at this level. Independent studies, apprenticeships, and mentors are created to meet the varied needs of the older gifted student.

Additional details about any of the programs are available at each school by contacting the building principal. Gifted Support teachers are also available to discuss the program and offer more information.

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

The Shaler Area School District engages in a number of formal processes to identify potential candidates for gifted education services. Additionally, each school engages in ongoing data-analysis that identifies students who may be in need of specially-designed instruction.

Level I Screening All Second Grade students will be administered the TerraNova InView assessment during the spring semester. The InView assessment measures cognitive abilities

that include verbal reasoning, sequences, analogies, and quantitative reasoning. It is a group administered ability test, not an IQ test. Test results will be reviewed by the school psychologists and, along with other data including grades, benchmark assessments (assessment schedule noted below). Recommendations will then be made for students to proceed to Level II Screening.

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Level II Screening SASD Multiple Criteria Gifted Screening Matrix Record Review K-BIT Reading Composite Gifted Rating Scale Chuska Scale - Rate of Acquisition Chuska Scale – Rate of Retention School Psychologists

Level III Screening Indicators of giftedness should be drawn from a wide variety of sources. The Gifted Multidisciplinary Evaluation is a process to gather the information that will assist in determining if a child is mentally gifted according to the state's definition. The evaluation should look at information relevant to the student's suspected giftedness including academic functioning, learning strengths, and educational needs.

The Shaler Area School District uses a Multiple Criteria Gifted Identification Matrix which includes the WISC GAI to determine a Full-Scale IQ/General Ability Index OR Verbal Comprehension Index OR Perceptual Reasoning Index. The matrix also includes a WIATT-III for Reading Comprehension and a WIAT-III for Math Reasoning, a Gifted Rating Scale, a Parent Nomination Form, a Chuska Scale measuring Rate of Acquisition and a Chuska Scale measuring Rate of Retention, last two items completed by the students' teacher. If a student scores 55 to 44 on the matrix, they are considered gifted and an MDE team is convened to determine IF the student is in need of specially designed instruction and if so, the team will develop a GIEP. The MDE team consists of the parent, LEA, school psychologist, classroom teacher, and gifted support teacher.

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

The Shaler Area School District is committed to providing opportunities which promote the growth of skills, knowledge, and understanding necessary for identified gifted students to reach their potential and fulfill their future roles in our changing and global society. We are committed to recognizing that gifted students have unique abilities, interests, and needs which require special educational considerations.

In order to meet the needs of its intellectually gifted students, the district fully complies with the regulations found in Chapter 16: Special Education for Gifted Students. The gifted education program supports the mission of the district which is to focus on the learning of every student, every day. Educating the gifted learner is the shared responsibility of all educators as well as the student and their family.

The identification of gifted students involves a two-pronged approach that includes identifying students with intellectual giftedness but also determining if those students are in need of specially designed instruction. A student who has been identified as intellectually

gifted needs specially designed instruction if the instructional needs of the student cannot be met in the general education curriculum. Gifted education support services for students who show exceptional intellectual ability and who require specially designed instruction include differentiation, acceleration, and enrichment opportunities both in and out of the classroom.

Both parents and teachers may request that a student be evaluated for gifted education. A request made by a parent must be in writing. Testing to determine qualifications for gifted education begins once parents sign a Permission to Evaluate (PTE) and is conducted according to regulatory timelines.

The identification begins with a leveled, multi-criteria screening process at the building level and progresses with testing conducted by a school psychologist.

A gifted evaluation is free of charge and parents have the following rights at all times:

1. The right to request an evaluation for gifted at any time with a limit of once per school year.
2. The right to be notified about a child's program and progress and any changes in services that take place;
3. The right to approve or reject programs and testing; and
4. The right to privacy

The school-level screening process of identifying students for gifted education services has multiple steps. The screening levels involve school counselors gathering data on achievement and student learning from multiple sources such as standardized tests, diagnostic tests, curriculum-based tests, report card grades, group IQ tests, and teacher input.

GATE teachers administer a K-BIT screener to gather preliminary data on the students being screened. Points on a matrix are awarded for each piece of data and students which determine if students move to the final level of being referred for a full evaluation by a school psychologist when their point total meets or exceeds the benchmark score.

If the screening benchmark score is met, the identification process then continues with an individual IQ test administered by the school psychologist. Input from parents is also gathered and analyzed by the school psychologist.

If the screening benchmark score is not met, a meeting between the parent, teacher, and school counselor should occur to discuss how to meet the needs of the student in the general education classroom. While a student with an IQ of 130 or above is identified as intellectually gifted, identification is not based solely on a student's IQ score.

Students with IQ scores below 130 may be identified through multiple measures which indicate:

1. Achievement test scores that are a year or more above grade level;
2. Observed or measured acquisition rates that reflect gifted ability
3. Achievement, performance, or expertise in one or more area that demonstrates a high level of accomplishment;
4. Higher level thinking skills; or
5. Documented evidence that intervening factors are masking gifted ability.

Once the evaluation is complete, the following process is put into place:

1. School psychologist prepares a Gifted Written Report (GWR) that presents and explains the testing results;
2. GWR states whether or not a student is identified as intellectually gifted, specifies areas of strength for the student, and recommends ways to meet the strength needs of the student;
3. A Gifted Multidisciplinary Team (GMDT) of teachers, parents, administrators, and

counselors reviews the GWR and determines if the identified student is in need of specially designed instruction;

4. If the GMDT decides that the identified student is in need of specially designed instruction, a draft of the Gifted Individualized Plan (GIEP) is prepared by the gifted education teacher;
5. The GIEP states annual goals and short-term learning objectives that are aligned to standards and address the student's area(s) of strength;
6. The GIEP describes the specially designed instruction the student will need to meet the GIEP goals;
7. A GIEP team, including parents, teachers, a school representative, the student, and others, meet to review and discuss the drafted GIEP and make changes necessary to meet the learning needs of the student;
8. The GIEP is then reviewed and updated annually;
9. Program and Services Gifted education services follow a multi-tiered system to determine the interventions and modifications of curriculum, instruction, and assessment necessary to support the strength needs of gifted learners;
10. The education of gifted learners begins with the provision of acceleration and/or enrichment services provided in the general education classroom.

**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.**

Gifted education teachers collaborate with general education teachers to create and implement differentiation of classroom materials, instruction and assessments to meet the needs of gifted learners. Enrichment services in the general education classroom include opportunities to explore new areas of interest and to dive deeply into already known areas of interest.

Acceleration may also occur in the general education classroom in order to meet the needs of gifted learners. Acceleration services represent a continuum of learning opportunities, including compacting curriculum and testing out of a curriculum that can occur for various amounts of time, such as a week, a unit, a month, a quarter, and so on. Acceleration may involve a student bypassing a whole year of study in a subject area or grade level.

Determining if a student's learning needs would best be served by acceleration may require additional testing or order to demonstrate a student's mastery of standards.

The opportunity to skip a year's instruction, typically in math, exists at all levels in the district. Data on the achievement levels of gifted students is used each year to guide placement decisions for enrollment into courses and pathways of learning that are most appropriate for the students. The district analyzes achievement data to make recommendations each spring for courses the next fall that present an appropriate level of challenge for the gifted learner.

In grades 3-8, a compacted and extended math pathway is available for students who acquire knowledge at a fast rate and retain their learning for long periods of time. In grades 1-6, students are clustered into guided reading groups based on their reading level. Students in guided reading groups read tests at or slightly above their reading level in order to have an appropriate level of challenge in their learning. In addition to the strategies provided in general education classrooms and the placement of students into specific courses, gifted education teachers work directly with gifted students in pull-out programs in the schools.

In the primary schools, gifted education teachers meet with their gifted learners once a week for a double blocked period of time to explore areas of interest and to strengthen and extend critical-thinking, problem-solving, and project-based learning. At the upper elementary school, gifted education teachers meet daily with their gifted learners for extension of the learning in their English Language Arts classes. Additionally, upper elementary gifted learners meet with their gifted education teachers one hour a week for theme-based, project-based learning. At the end of each school day in the upper elementary school, gifted learners are able to explore interest areas of their choice.

At the middle school, opportunities for differentiation within general education classrooms, enrollment in advanced level courses, and participation in extra-curricular activities are all available to gifted learners.

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

Because instructional strategies to meet the needs of gifted learners begin in the general education classroom, it is important that all school staff receive in-service on teaching gifted learners. Accordingly, all teachers receive training in the characteristics of gifted learners and how to differentiate materials, instruction, and assessments through enrichment and acceleration to meet the needs of gifted learners in general education classrooms. This training is provided by district administrators at faculty meetings in the schools. On one of the in-service days at the beginning of each school year, gifted education teachers share with classroom teachers' information about the strengths, learning goals, and specially designed instruction for the gifted learners on their rosters.

Throughout the year, gifted education teachers collaborate with classroom teachers to differentiate, modify, and adapt the general education curriculum to meet the strength needs of gifted learners. A regularly scheduled Response to Instruction and Intervention (RTII) meeting of teachers, principals, and school counselors provides time for educators to collaborate on the interventions appropriate to meet the needs of gifted learners. Gifted education teachers receive training in how to interpret test data in the GWR and Present Education Levels section of the GIEP so that they can thoroughly understand a student's area(s) of identified strength. Gifted education teachers receive training in best practices for enrichment, acceleration, and meeting the emotional and social needs of gifted learners. Gifted education teachers receive training in writing legally compliant GIEPs. Training specific to gifted education teachers occurs on the district's in-service days and at Gifted Education Department meetings under the direction of the Director of Pupil Services. Gifted education teachers are also sent to role-alike meetings and conferences of gifted education offered by the Allegheny Intermediate Unit, the Pennsylvania Association for Gifted Education (PAGE), and other agencies. Gifted education teachers participate in statewide webinars on topics of gifted education as they are offered. Administrators and principals receive training bimonthly at principals' meetings in analyzing data to make decisions about the educational needs of gifted learners, the legal requirements of Chapter 16, differentiation and the use of acceleration and enrichment to provide educational support for gifted learners, and the determination of educational benefit provided by the GIEP. Teachers new to the district receive training from gifted education teachers on their role in identifying gifted learners and implementing a GEIP. New teachers receive training in implementing guided reading groups and reading interventions from their mentor teachers

in the district. New gifted education teachers are matched with mentor gifted education teachers to learn best practices in acceleration and enrichment support services and how to write a GIEP within legal timelines.

### *Developmental Services*

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

Explanation of developmental services:

*This narrative is empty.*

### *Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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	X	X	X	X

Development				
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

State and federal requirements dictate the necessity for evaluation in certain areas. Evaluations for Special Education under Chapter 14 are completed to determine eligibility and need for Special Education services. These evaluations include necessary personnel including the parents, teachers, principal, nurse, speech and language therapist, and school psychologist. At times, the needs of the student warrant evaluations for other services and the district contracts with the Allegheny Intermediate Unit (AIU) presently for both physical and occupational therapy evaluations. Evaluations for both vision and hearing services may also be necessary and offered through the district and/or Intermediate Unit.

Diagnostic services are also available through multidisciplinary teams assessing students for Gifted Education. This may include the school psychologist, parents, teachers, principal, nurse, and speech and language therapist.

Another form of diagnostic service includes Chapter 15, Section 504 evaluations. These are evaluations conducted for students with a disability who need accommodations in the regular education setting. This evaluation is also multidisciplinary and may include parents, teachers, nurse, school psychologist, and other professionals as deemed necessary. This includes evaluations for students who are suffering the long-term effects from concussions and may include the athletic trainer as part of the evaluation team. Students with concussions are monitored through the school nurses for a period of time, and then a determination is made as to whether or not a Chapter 15 Service Agreement is necessary. All students are screened for vision assessments in grades kindergarten through grade 12. The health needs of students are assessed in the nurse's office. Medical intervention is provided by the registered nurse in each school building. If further medical evaluation is required, the school nurse refers the parent/guardian to seek professional medical attention via their primary care doctor.

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X

Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

Consultation and coordination services as listed above are provided by the Shaler Area School District that include academic, behavioral and social components. Realizing that students and families may require a continuum of support to address specific needs, a referral process can be initiated either internally or from a parent/student t the building level.

### *Communication of Educational Opportunities*

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

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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**

- Yearly

#### **Elementary Education - Intermediate Level**

- Yearly

#### **Middle Level**

- Yearly

#### **High School Level**

- Yearly

### *Collaboration for Interventions*

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

Teachers collaborate with individuals providing interventions for students via meetings, emails, contact with Guidance Counselors, Academic Support Teachers, Title I, Nurses, and Principals/Assistant Principals. Team meetings are of different forms. The SAP Team has regular meetings that include individuals that provide support. At the elementary level, there are meetings that include the Principal, Guidance Counselor, and School Psychologist to review all referrals from teachers and determine how to proceed to best meet the needs of the student. This could include classroom observations, parent meetings, working with the Guidance Counselor, a referral to the Elementary Student Assistance Program, a referral for a multidisciplinary evaluation, or collaboration with providers outside the school. A Child Student Team Meeting or Student Staffing may also be appropriate to discuss interventions for students in regular education or special education at the elementary or secondary level.

District School Psychologists, Social Workers and the Director of Student Services act as a liaison between the district, teachers, and community agencies providing interventions.

### *Community Coordination*

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

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

The Shaler Area School District works collaboratively with several pre-school programs located within the district attendance boundaries. Titan Tots is a free opportunity for our incoming kindergarten students. Titan Tots is a program designed for our students and their families by Shaler Area School District kindergarten teachers and consists of four sessions focusing on the skills our teachers feel will most benefit students coming to kindergarten in the fall. These sessions will be full of fun hands-on activities that you will be able to participate in alongside their child.

Kindergarten information is shared with local daycare and pre-school programs and is shared on our website and via posters throughout the community.

Bi-Annual meetings are held with local day-care/pre-school providers in order to keep an open dialogue regarding increased expectations for Kindergarten readiness.

Tutoring services are provided for students at the secondary level via homework clubs and National Honor Society student tutors.

### *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.

Building principals and special education staff (psychologists) attend early intervention program meetings to ensure a smooth transition between programs. In the spring of each year, the school psychologist meets with parents of potential kindergarten students who have special needs, to assist with the transition process.

Permission to Evaluate forms are signed so that a comprehensive evaluation can be conducted in a timely manner.

The LEA houses two pre-k counts programs at Marzolf Primary and Reserve Primary.

## **Materials and Resources**

### *Description of Materials and Resources*

#### **Elementary Education-Primary Level**

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

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

Provide explanation for processes used to ensure Accomplishment.

The Shaler Area School District is currently in a multi-year transition to the PA Core Standards in the areas of English Language Arts and Mathematics. Additionally, curriculum development has been completed in the areas of Art, Music, Science and Social Studies. Curriculum Councils with representation across grade levels and buildings have been formed, trained and provided with professional release time. Our curriculum writing process is stepped in the Understanding by Design model and encourages teachers to create fluid curriculum that is ever-changing based on our individual student needs. This process provides the steps necessary to accomplish the above listed curriculum characteristics.

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**

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

Provide explanation for processes used to ensure Accomplishment.

The Shaler Area School District is currently in a multi-year transition to the PA Core Standards in the areas of English Language Arts and Mathematics. Additionally, curriculum development has been completed in the areas of Art, Music, Science and Social Studies. Curriculum Councils with representation across grade levels and buildings have been formed, trained and provided with professional release time. Our curriculum writing process is stepped in the Understanding by Design model and encourages teachers to create fluid curriculum that is ever-changing based on our individual student needs. This process provides the steps necessary to accomplish the above listed curriculum characteristics.

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

*This narrative is empty.*

**Middle Level**

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

Provide explanation for processes used to ensure Accomplishment.

The Shaler Area School District is currently in a multi-year transition to the PA Core Standards in the areas of English Language Arts and Mathematics. Additionally, curriculum development has been completed in the areas of Art, Music, Science and Social Studies. Curriculum Councils with representation across grade levels and buildings have been formed, trained and provided with professional release time. Our curriculum writing process is stepped in the Understanding by Design model and encourages teachers to create fluid curriculum that is ever-changing based on our individual student needs. This process provides the steps necessary to accomplish the above listed curriculum characteristics.

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**

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

Provide explanation for processes used to ensure Accomplishment.

The Shaler Area School District is currently in a multi-year transition to the PA Core Standards in the areas of English Language Arts and Mathematics. Additionally, curriculum development has been completed in the areas of Art, Music, Science and Social Studies. Curriculum Councils with representation across grade levels and buildings have been formed, trained and provided with professional release time. Our curriculum writing process is stepped in the Understanding by Design model and encourages teachers to create fluid curriculum that is ever-changing based on our individual student needs. This process provides the steps necessary to accomplish the above listed curriculum characteristics.

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**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	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	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Implemented in 50% or more of district

	classrooms
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Shaler Area School District does not offer Family & Consumer Sciences at the Primary K-3 grade level.

#### **Elementary Education-Intermediate Level**

<b>Standards</b>	<b>Status</b>
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	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district

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

Further explanation for columns selected "

Shaler Area School District does not offer Family & Consumer Sciences at the Primary 4-6 grade level.

#### **Middle Level**

<b>Standards</b>	<b>Status</b>
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	Implemented in 50% or more of district classrooms
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	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district

	classrooms
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Further explanation for columns selected "

*This narrative is empty.*

### High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
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	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Implemented in 50% or more of district

	classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

### ***Early Warning System***

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

*Not answered*

## **Professional Education**

### ***Characteristics***

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and	X	X	X	X

use data in instructional decision making.				
Empowers educators to work effectively with parents and community partners.	X	X	X	X

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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.

Through conducting a formal and informal needs assessment, the Shaler Area School District's Professional Development committee will determine areas of need throughout the district to enhance professional development opportunities and broaden the professional knowledge of our employees. Both teachers and administrators are involved in the delivery of professional development. Additionally, trainers from the Allegheny Intermediate Unit are often brought in to help support the development of our teachers. Finally, teachers are attend professional development training outside of the district are expected to return and share out the acquired knowledge gained.

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

*This narrative is empty.*

### ***Educator Discipline Act 126, 71***

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

<b>Questions</b>
The LEA has conducted the required training on:
8/24/2018 Via SafeSchools online course
1/22/2019 Via SafeSchools online course

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:
11/20/2017 Via EduPlanet online course

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

Questions
The LEA has conducted the training on:
8/24/2018 Via SafeSchools online course
1/22/2019 Via SafeSchools online course

### *Strategies Ensuring Fidelity*

#### *Checked answers*

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

#### *Unchecked answers*

*None.*

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

The Shaler Area School District annually reviews students assessment data both as a whole and on a grade level/content are perspective. Based upon the results of this data individual, grade level and content specific training is targeted and provided to staff members via various methods. Additionally, as we continue our multi-year transition to the PA Core Standards both instructional and content area professional development has been required. When possible teacher leaders and building administrators have conducted this training. If required outside services, such as the Allegheny Intermediate Unit have been secured.

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

The Shaler Area School District needs to develop a mechanism to determine if targeted professional development is in fact changing teachers perception and practice in the classroom. This tool would help assist principals in developing an understanding of additional needs and focused areas for future professional development.

### *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 goals of the Shaler Area School District Teacher Induction Program (TIP) are to provide each inductee with a general orientation to the Shaler Area School District and to increase his/her knowledge and improve his/her teaching skills. This Teacher Induction Program (TIP) is offered through both face to face and an online learning module facilitated through Blackboard.

The objectives of the program are to:

- a. Familiarize the inductee with school district policies and practices and to integrate them into the social system of the school and community.
- b. To provide an opportunity for the inductee to analyze and reflect on their teaching with coaching from veteran teachers.
- c. To support the development of the inductee's professional knowledge and skills.
- d. To provide continued assistance to face the challenges of the new teacher.
- e. To cultivate a professional attitude toward teaching and learning, and working with others such as students, parents and colleagues.

General activities designed to develop and refine the professional knowledge and skills of the inductees are presented by district staff at the orientation session in August and throughout the year. The orientation session will include presentations on classroom management, student exceptionalities and referrals, observation and evaluation of professional personnel (gaining tenure), and current issues in education. Ongoing activities throughout the year will focus on any other activities deemed appropriate to familiarize the inductees with the Shaler Area School District. In addition to the activities designed specifically for the inductees, each inductee will participate in the district's professional development plan and reflect on growth through the development of a professional portfolio.

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

*This narrative is empty.*

### ***Needs of Inductees***

#### ***Checked answers***

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

*Unchecked answers*

*None.*

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

The Shaler Area School District Teacher Induction Program is a one-year program for newly hired or long-term professional employees. Inductees will be required to fulfill all outlined expectations of professional development and growth over the course of the first school year to successfully complete and receive credit from the school district and the state of Pennsylvania.

Professional Development workshops and tasks will be facilitated over the course of the Induction Program for all inductees. All work is aligned to the District's goals and initiatives to ensure a successful transition into the district and the teacher's new role in the classroom and school facility.

All inductees will be assigned a mentor for the duration of the Induction Program that either works directly with them in their content area department or assigned building. Mentor and Mentee roles and responsibilities are outlined in our induction handbook.

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

*This narrative is empty.*

### ***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 mentor's overall role is to promote the growth and development of the beginning teacher to improve student learning. When new teachers are hired, they are given a full program and are expected to impact student learning immediately without the benefit of any period of transition. New teachers essentially have to learn how to teach while on the job. Mentors are critical supports in guiding new teachers to enhance their planning, instruction, and content knowledge. Mentors help orient new teachers to the school community and to teaching in general. Mentors also serve as collegial and emotional supports for this challenging phase of a teacher's career. On a practical level, mentors are required to document the new teacher's mentoring experience.

Mentors should also demonstrate mastery of pedagogical and subject matter skills; evidence of excellent interpersonal skills; and a commitment to participate in professional development. A wide range of strategies are available to the mentor in working with the beginning teacher. A list of some strategies is included below:

- introduce and orient the new teacher to the school
- use a research-based framework to guide the new teacher in reflecting on practice for the purpose of growth and development
- use structured tools (such as the Formative Assessment System) to guide interactions and keep the conversation focused
- view new teacher's classroom to provide objective non-judgmental data arrange reciprocal classroom visits
- model and conduct demonstration lessons
- identify and access school and community resources
- develop classroom rules and routines
- with classroom management
- set-up classroom
- plan lessons

- look at student work
- use formal and informal assessment strategies
- analyze student work to differentiate instruction
- understand and use the curriculum and student standards
- develop short and long term goals
- prepare for supervisors' observations
- communicate effectively with parents
- prepare for parent-teacher conferences
- understand and comply with clerical responsibilities

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

*This narrative is empty.*

### ***Induction Program Timeline***

<b>Topics</b>	<b>Aug-Sep</b>	<b>Oct-Nov</b>	<b>Dec-Jan</b>	<b>Feb-Mar</b>	<b>Apr-May</b>	<b>Jun-Jul</b>
Code of Professional Practice and Conduct for Educators	X		X			
Assessments	X					
Best Instructional Practices	X					
Safe and Supportive Schools	X					
Standards	X					
Curriculum	X					
Instruction	X					
Accommodations and Adaptations for diverse learners		X				
Data informed decision making			X	X	X	
Materials and Resources for Instruction			X	X	X	

If necessary, provide further explanation.

Role(s) of the Inductee at Shaler Area School District

a. Participate in district and building in-service programs during this 1 year Teacher Induction program. However, inductees holding a Level II teaching certificate will exit the

program after the orientation meeting.

- b. Meet with district faculty and staff as identified by Building Induction Team.
- c. Meet and work cooperatively with mentor during year 1.
- d. Make an effort to implement suggestions or recommendations made by mentor.
- e. Provide feedback for program improvements and modifications

### ***Monitoring and Evaluating the Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

The Assistant Superintendent will monitor the entire Induction Program. Each Building Principal will be responsible for monitoring and evaluation of the inductee/mentor in his/her building.

The inductee will keep records of dates, activities, and contents of the meetings between the mentor and the inductee. Upon completion of the induction program, the inductee will complete the induction program evaluation that is located in the Induction Handbook.

The Central Office Administrative Team and Principals will meet annually to develop goals and objectives for the induction program. Evaluations from the previous induction class will be reviewed and if necessary the districts teacher induction plan will be modified.

### ***Recording Process***

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

*Unchecked answers*

*None.*

## **Special Education**

### ***Special Education Students***

Total students identified: **804**

## *Identification Method*

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

### Specific Learning Disability Criteria

The Shaler Area School District utilizes the Discrepancy Model which is a process that examines whether a child exhibits a pattern of strengths and weaknesses relative to intellectual ability as defined by a severe discrepancy between ability and achievement, or relative to age or grade. A linear regression approach that examines the standard error of estimates, is utilized to determine if a statistically significant difference exists between the measured cognitive ability and performance on norm-referenced assessments of academic achievement. Additionally, the inclusionary and exclusionary criteria set forth by the Department of Education are examined in the determination of the existence of a specific learning disability.

Although the Discrepancy Model is currently utilized in the determination of a specific learning disability, the district has embraced the Multi-tier System of Supports (MtSS) model for grades K-6 as a means of supporting struggling learners in a three-tiered model of intervention. In addition to a research-based, standards-aligned curriculum, benchmark assessments are administered in both reading and math a minimum of three times yearly at the elementary level. This data, along with local and state assessments, are utilized to make decisions about tiered interventions outside the core curriculum. Student progress is monitored regularly as prescribed by their level of support. Additionally, the primary and elementary buildings hold grade level data meetings on a monthly basis with the core team (academic coaches, Reading specialists, and principals ) to review data as well as student progress. The district is committed to refining the MtSS process and will seek to use professional development to support high-quality instruction as well as implementing research-based interventions with fidelity.

A student may be identified as eligible for special education as a student with a specific learning disability if the evaluation or reevaluation findings meet all of the following criteria:

1. The student's achievement is below age or state grade-level standards or national norms in one of eight areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skill, reading comprehension, mathematics calculation, mathematics problems solving.
2. The student exhibits a pattern of strengths and weaknesses in classroom performance, validated by standardized tests of academic achievement and intellectual ability which further define strengths and weaknesses and establish severe discrepancy. The severe discrepancy must be both statistically significant and rare (base rate greater or equal to 10%) in normative populations.
3. The student demonstrates a need for specially designed instruction.

a. Appropriate instructional strategies were provided and documented over a sufficient period of time and the child has failed to demonstrate progress according to age, grade, or intellectual expectancy.

b. The child has made sufficient progress, but the level of support needed to maintain sufficient progress exceeds the resources of the regular education program.

4. Evaluation findings indicate that the student's learning problems are not primarily the result of a vision, hearing, or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

5. Evaluation findings indicate that prior to, or in conjunction with, the referral process, (1) the child was provided with appropriate instruction, by qualified teachers, in regular education settings, and (2) repeated assessment of student progress occurred during instruction, with parents informed of findings.

### *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>

There are no significant enrollment disproportionalities in the District.

### *Non-Resident Students Oversight*

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

The Shaler Area School District does not currently have any facilities that fall under Section 1306 of the Public School Code. However, should a facility operate within the district in the future, the district would establish a collaborative relationship with the facility to create a protocol for students entering the facility who would need to be provided FAPE. We would establish that the 1306 facility should notify the district of a non-resident student who will need educational planning. We would then conduct an IEP meeting in order to review the student's IEP and determine the appropriate programming and placement that would ensure that the student receives specially designed instruction in the least restrictive

environment. The district would meet its Child Find responsibility per 34 CFR § 300.111 for children thought-to-be-eligible for special education services and/or accommodations by establishing with the 1306 facility the need to share information regarding children who are not currently identified as needing special education services but who have not yet been identified. The district would request that we be permitted to conduct an evaluation through a Multidiscipline Evaluation to determine if the student has a need for specially designed instruction through an IEP. Should a student not qualify for special education services but still be in need of accommodations that fall under Chapter 15, a 504 Plan may be implemented to support that student's educational needs.

### *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).

The Shaler Area School District does not currently have any facilities within its boundaries that house incarcerated students. However, in the future should a facility operate within the district, we would establish a collaborative relationship with the facility to create a protocol for students entering the facility who would need to be provided FAPE. We would establish that the facility should notify the district of any student who will need educational planning. We would then conduct an IEP meeting in order to review the student's IEP and determine the appropriate programming and placement that would ensure that the student receives specially designed instruction in the least restrictive environment. The district would also establish with the facility the need to share information regarding students at the facility who are not currently identified as needing special education services but who may be at risk of needing them and not yet identified. The district would meet its Child Find responsibility for children thought-to-be-eligible for special education services and/or accommodations. The district would request that be permitted to conduct an evaluation through a Multidiscipline Evaluation. The district would request that we be permitted to conduct an evaluation through a Multidiscipline Evaluation to determine if the student has a need for specially designed instruction through an IEP. Should a student not qualify for special education services but still be in need of accommodations that fall under Chapter 15, a 504 Plan may be implemented to support that student's educational needs.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education

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

The Shaler Area School District provides a continuum of special education services from Kindergarten through grade 12. Life skills, learning support, emotional support, and speech and language support are available at all grade levels. All students are considered for instruction in the regular classroom before any pull-out program is considered. Only when the needs of the student cannot be addressed with supplementary aids and support, and a highly adapted curriculum, does the IEP team recommend pull-out special education. Pull-out classes are considered on an individual basis. Students are included in general education classes to the maximum extent possible. When necessary, the District has called upon the Allegheny Intermediate Unit to help individual IEP teams work through the Supplementary Aids and Services toolkit to further implement inclusion opportunities for specific students.

A district-wide survey was conducted with our professional staff, and the results of that survey indicated that the majority of the teaching staff wanted more special education and behavior modification training. During the 2016-17 and 2017-18 school years, the Shaler Area School District has conducted numerous trainings and has partnered with PaTTAN Pittsburgh and Allegheny Intermediate 3 to assist with professional development with our special education staff in the proper way to calculate Least Restrictive Environment (LRE) for students' IEP'S. The District has increased the opportunities for all students to participate in general education classes through co-teaching and the use of supplementary aids and services provided by general education teachers. During that past two school years, the District has also provided general education teachers professional development on modifications, accommodations, and the compliance with providing those supports in order to assist students with IEPs in remaining in the general education classroom as much as possible.

In addition to our special education services, students are also supported by school counselors and social workers assigned to each building in the district. Academic coaches, intervention coaches, and inclusion teachers provide assistance to special education students in the regular classrooms on a daily basis from Kindergarten through grade 8. At the secondary level, inclusion teachers are assigned to specific general education classes as identified through students' need based on data collection and progress monitoring. The District also runs an Emotional Support program in the elementary, middle, and high school

buildings to help support those students identified needing emotional support services. The District contracts with Grade Point Resources to provide consultation and behavior specialists to support students with Autism and Emotionally Disturbances. These consultative services, in addition to those offered by the Allegheny Intermediate Unit, are utilized to make recommendations to students' IEP'S before any outside or Approved Private school placement is considered.

The District created a protocol in which any change to a student's Least Restrictive Environment must follow a detailed set of procedures and checkpoints to ensure that no student is moved to a more restrictive environment based only on a single criterion. Data collected must be reviewed with the building's department chair and principal, then the data and findings must be reviewed with the Director of Student Services to look for data gaps or to gain ideas for additional supplemental aids and supports, and finally, the agreed upon recommendation would be discussed with the student's IEP team to determine if moving the student to a more restrictive environment would benefit the student. The use of this multi-leveled criteria has been constructed as part of the District's improvement plan to correct and imbalance of students being educated outside the general education classroom. The Shaler Area School District makes every attempt to include students with disabilities in the regular education classroom with the appropriate supplementary aids and services. All special education teachers in the district have earned highly qualified status.

Based on data collected on special education students, students are educated in either full inclusion classes with their general education peers with specially designed instruction alone or through co-teaching where the special education teacher pushes into the regular education classes to teach collaboratively with the general education teacher. The District utilizes co-teaching methods in the elementary, middle, and high school levels.

Least Restrictive Environment for every student is monitored and assessed throughout each school year in order to ensure that every special education student has the opportunity be educated in the general education classroom to their fullest potential.

Content area teachers and special education teacher work together to provide instruction in the regular education classroom to all students. Teachers who are engaged in co-teaching assignments have been trained by the Allegheny Intermediate Unit on co-teaching styles and best practices.

During the 2017-18 school year, the District has been focused on instructing teachers and administrators on moving toward more inclusive practices with students who receive special education services so that those students are able to access their grade level content yet still have the opportunity through an intervention period to gain extra support with academic work and skills that need further remediation.

Emotional support teachers at all grade levels co-teach in several classes and also provide direct instruction for those students who need one-one or small group instruction. The emotional support teachers also provide support for those students included in the regular education classroom.

Students at the high school level who are part of the life skills program are included in regular education classes as decided upon by the IEP team. All students with disabilities participate in the regular education classroom for elective courses. As with all students with

disabilities, LRE is decided by the IEP teams. The IEP team always considers the regular education classroom with supplementary aids and services first before moving toward a more restrictive environment.

Special education teachers work closely with the general education teachers in order to maintain IEP goals and provide supplementary aids and services, along with appropriate modifications and adaptations to adequately provide FAPE.

The district employs 65 paraprofessionals who provide one-on-one or small group support to our students with disabilities. The IEP team determines if a child needs paraprofessional support in order to access the regular education setting by completing a needs assessment, a review of data collection, and detailed discussions as to what has already been tried previously before making a recommendation for additional adult support. Paraprofessionals also are available to provide re-teaching and assistance to students with disabilities in various classrooms in the district. Many of the district's paraprofessionals provide support in the regular education classrooms to several students with disabilities in order to maximize inclusion.

All of the district's special education paraprofessionals receive professional development on in-service days. Grade Point Resources and PaTTAN are used to provide this training that is a minimum of 20 hours each year.

The district has provided professional development to all administrators and special education teachers in order to enhance its continuum of supports, services and educational placement options. All teachers are required to use research-based instruction when working with students with disabilities. The Director of Student Services works closely with the School Psychologists and the Assistant Superintendent to assure evidence-based models of instruction are implemented across the district in order to expand the continuum of supports and services.

Regardless of where the student is receiving instruction, researched-based curriculum materials are used throughout the district and all teachers providing the instruction receive training on how to implement the curriculum with fidelity. Some of the resources used for students with disabilities who require a more specialized instruction include the Sonday System, Wilson Reading, Foundations in Grades K-2, Language! In Grades 5-8. The elementary special education teachers are training MtSS teams to use these alternative resources for those students moving through the three tiers of MtSS.

The district consults with experts from PaTTan and the AIU on an ongoing basis to provide site-based training on district professional development days in order to strengthen and enhance our inclusive practices and programming for students with disabilities.

The district has worked closely with PaTTAN and the AIU to provide ongoing professional development in the area of co-teaching for both special education and general education staff K-12 in order to maximize LRE for students with disabilities. The co-teaching and inclusion initiatives have strengthened the use of the continuum of supports and services in order to provide students the best opportunities to be educated in the general education setting with their peers.

The Shaler Area School District has always been a big proponent of inclusive settings for

students with disabilities. The goal has always been to educate our students in the school setting, specifically the regular education classroom. Students with disabilities are encouraged to be as independent as possible in all school activities, including transitions, extra-curricular activities, lunch, recess, and classroom instruction. The district will continue to provide and expand upon the appropriate supports to promote independence. The District maintains effective instructional practices by providing explicit, data-based, systematic instruction for learning. IEP goals are standard-based and age appropriate. Instruction is adapted to meet the individual needs of the student as described in the IEP. The District also provides the required continuum of supports and services for students with disabilities that are designed to provide a rich supply of diverse programs that support sound inclusive practices.

The goal of the Shaler Area School District is to assure that students with disabilities are able to participate in their grade level, regular education classes within their neighborhood school by utilizing appropriate supplementary aids and services to support learning and participation. In all cases, the IEP teams consider and determine whether there is a need for instruction outside of the regular education setting and for what portion of the school day. Program and placement decisions are based on student strengths and needs. IEP teams consider the regular education classroom with supplementary aids and services before considering a more restrictive environment. District administrators, special education teachers, regular education teachers and support personnel receive ongoing training in the area of Least Restrictive Environment (LRE) and the Federal and State requirements that govern LRE.

The Shaler Area School District requires that the IEP teams follow the proper protocols and procedures when making a determination for educational placement. Parents are an integral part of the IEP team and are instrumental in deciding LRE for their child.

After a student's initial eligibility is decided, the IEP team develops the Individualized Educational Program (IEP) for the student. IEP teams use Pennsylvania's Supplementary Aids and Services (SAS) toolkit to determine how FAPE can be delivered in the regular education classroom. All special education teachers K-12 received training on using the SAS toolkit in 2017 and continue to review the toolkit each school year. If the IEP teams determine the regular education classroom appropriate, then supplementary aids and services, adaptations and/or modifications will be established. The IEP team also determines if the student needs a co-taught regular education classroom setting. If the IEP team determines FAPE cannot be delivered in the regular education classroom, then they move to the next step along the continuum of placement options to determine where FAPE can be delivered.

Should a student need to be pulled from the general education classroom for any level of instruction, the next step on the continuum is direct instruction from a special education teacher in the special education classroom within the school setting. All direct instruction for those students with disabilities takes place in the learning support program. IEP teams determine the level of direct instruction needed in specific academic subjects. In addition, IEP teams determine which supplementary aids and services and modifications will be needed in a more restrictive learning environment.

IEP teams are encouraged to first consider itinerant services for all students moving along the continuum of placement options to a more restrictive setting. However, if it is determined that a more restrictive environment is needed, the IEP team would then consider adding supplemental services.

Only after the IEP teams have exhausted all of the resources the district can offer including supplementary aids and services, modifications, and have followed the proper continuum of placement options for determining LRE, is an outside placement considered. A reevaluation is then conducted with the consent of the parent which may also include a Functional Behavioral Assessment (FBA). If the IEP team determines, after a full review of the data collected and the results of the Reevaluation is shared, an outside placement is needed in order to receive FAPE, then intense planning is done in order to find the appropriate placement facility. Parents are an integral part of the decision-making process.

All faculty members, including paraprofessionals, are provided opportunities to participate in professional development activities in order to become familiar with research-based practices that can be used to support students with disabilities in both the regular and special education settings. Ongoing professional development in inclusionary practices and co-teaching has been offered over the past two years for all faculty.

Students K-12, regardless of their disability, are included in the regular education setting for special area classes, rotation courses, and elective courses as much as they are able to participate. The IEP teams determine what supplementary aids and services, adaptations, and modifications are appropriate for the students in these classes.

According to the state's Special Education Data Report, in the 2015-16 school year, Shaler Area School District educated 48.7% of their special education population outside the regular classroom and in the 2016-16 school year, the percentage rose to 58.5% after the first year of intensive training on LRE. Currently, the data indicates that 69% of the special education population is now being educated inside the regular class 80% of their day or more with that percentage expected to rise over the last few months of the school year.

The district has provided ongoing professional development in the areas of inclusion, LRE, co-teaching and differentiated instruction to all administrators, faculty and support staff K-12. As a result of these initiatives, the continuum of special education's supports, services, and placement options have expanded. Many students who received direct instruction in the past are now being educated in the regular education classroom through the co-teaching initiative and the use of supplemental aids and services. The special education teachers are team teaching with the regular education teacher and implementing students with disabilities' IEPs within this setting. Supplementary aids and services, adaptations and modifications are being provided in the regular education classroom.

Student's needs are being addressed through differentiated instruction and Specially Designed Instruction (SDI), and as a result, fewer students are being instructed in the special education classrooms. Special education teachers are now serving as consultants to the regular education teachers and providing them the necessary resources and training needed to support students with disabilities within the regular education classroom. The District also created the position of Special Education Coach that will take effect the 2018-19 school year to support special education teachers in the areas of inclusion, LRE, and

planning within a co-teaching setting.

The MtSS initiative at the primary and elementary levels has also expanded the continuum of special education supports, services and placement options for our students with disabilities and for those students struggling who are not identified as needing special education services. Regular education teachers and staff, along with special education teachers, have received training in MtSS, specifically in the area of Reading and data dissemination. Research-based intervention materials are being used to support the students in the different tiers of MtSS. Ongoing professional development and training are provided for those key educators facilitating this instruction and implementing the MtSS process. Student's needs are being addressed in the regular education classroom with added support through the MtSS process.

The district expands the continuum of supports, services, and placements to support students in extra-curricular activities, clubs and community events. Transportation, paraprofessional support, and other related services are provided as indicated in the student's IEP. Many students with disabilities are actively involved in activities outside the classroom setting because of the level of support provided by the district. Students with disabilities are able to actively participate in band class and attend the yearly band trips because the district provides paraprofessional support.

### *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 Shaler Area School District's Positive Behavior Support plan contains all of the required components as evidenced by School Board Policy 113.2. The LEA's PBS Policy/procedure includes research-based practices and ensures that restraints are only used as a last resort. The Shaler Area School District's Positive Behavior Support Plan Policy for Exceptional Students reflects the effective strategies, methods, and techniques that govern student positive behavior support. Educating exceptional students who display disruptive behaviors requires a plan of action that is governed by PA rules and regulations and based on best practices and current professional research.

The following guidelines outline procedures and protocols for the development of effective positive behavior support strategies for identified students.

### **Level I**

Good classroom management includes strategies that are preventive in nature. Management of behaviors at this level does not require a positive behavior support plan included in a student's Individual Education Plan (IEP). Proactive classroom management is an essential prerequisite to instruction and includes responding effectively when problems occur as well as preventative measures to avoid problems from occurring by creating environments that encourage learning and appropriate behavior. Strategies utilized should include effective teaching practices, clear and consistent rules and procedures that are practiced and reviewed often, positive feedback, modeled and verbal instruction of appropriate behaviors, classroom discussions and role-playing of expected behaviors, and consistent family communication. The goal of consistent classroom behavior management should be for all students to learn to manage their own behaviors and understand the expectations of positive behaviors.

### **Level II**

When dealing with students who do not respond to classroom behavior management strategies, an individualized Positive Behavior Support plan may need to be developed as part of the student's IEP to address behavioral needs. The positive behavior support plan that is developed within the IEP will include positive behavioral supports and reinforcement systems. All interventions and strategies utilized should be least restrictive and delivered in accordance with Pennsylvania regulations.

The positive behavior support plan should include methods and strategies should be constructed in order to remove barriers to the student accessing a free appropriate public education (FAPE). A Functional Behavior Assessment (FBA) will be conducted prior to the implementation of a positive behavior support plan.

The Functional Behavior Assessment (FBA) will include:

1. The target behavior
2. The setting in which the target behavior occurs.
3. Antecedents to the target behavior.
4. Instructional and social consequences resulting from the target behavior.
5. A hypothesis for the function of the target behavior.
6. Positive replacement behaviors for the target behavior.
7. Strategies to teach replacement behaviors.

### **Level III**

The use of positive strategies and interventions for the development, change, and maintenance of identified behaviors should be tried prior to the use of more intrusive interventions including:

1. The use of verbal techniques to de-escalate inappropriate behavior;
2. The use of a non-exclusionary de-escalation location may be used to extinguish external stimuli, so the student may regain emotional composure;
3. The use of a temporary exclusionary de-escalation area may be used to extinguish external stimuli, so the student may regain emotional composure;
4. The use of restraints may be used as a non-violent physical crisis intervention to control aggressive behaviors but may only be used only when the student is acting in a manner that is a clear and present danger to him/herself, other students, or employees as follows:
  - a. The use of non-violent physical crisis interventions may only be used when less restrictive measures and techniques have proven to be less effective.
  - b. The use of non-violent physical crisis interventions to control aggressive behaviors of a student will necessitate an IEP meeting to review the current IEP and positive behavior support plan for appropriateness and effectiveness.
  - c. The use of non-violent physical crisis interventions may not be included in the IEP for the convenience of staff, as a substitute for an educational program or employed as punishment.
  - d. When a non-violent physical crisis intervention is used, the following procedure will occur:
    - i. The incident should be documented using the non-violent physical crisis intervention report;
    - ii. The parent will be notified of the incident as soon as possible by the school principal;
    - iii. An IEP meeting will be convened with the parent/guardian within 10 school days;
    - iv. The IEP team will develop a plan for the student's return to the classroom.
5. The use of mechanical restraints that are used to control involuntary movement or lack of muscular control of students due to organic causes or conditions and may be utilized to prevent a student from injuring him/herself or others, to promote normal body and physical functioning. The use of mechanical restrains would be utilized when:
  - a. specified by the IEP team;
  - b. determined by medical professionals who are qualified to make the recommendation;

c. agreed to by the student's parent/guardian.

The District's behavior support programs are grounded on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

**Current Practices related to School-Based Behavioral Health:**

When a concern arises about a student regarding behavioral health, they are referred to our Student Assistance Team. The team gathers data from teachers, counselors, administrators, parents and the student. They then use that data to make recommendations to the family. One recommendation that may be made is a referral to the mental health liaison from Mercy Behavioral Health who works with the SAP team. After the student is screened by the liaison from Mercy, a recommendation for treatment is made. There are many different levels of services that students can qualify for. If the evaluation results in a recommendation for outpatient therapy, students can access this support during school hours from Mercy Behavioral Health. Mercy has one full-time and two part-time therapists assigned to SASD who provide school-based therapy to our students who qualify and choose to participate.

If a student is recommended for outpatient therapy, but the family does not wish to utilize the services of Mercy, the SAP team will provide the family with phone numbers for other agencies in the community. In addition, if it is determined that the student is in need of a higher level of care than outpatient therapy (Intensive Outpatient, Partial Hospitalization Program, Inpatient) the SAP team and Mercy Liaison will work with the student and their family to connect with the appropriate level of care. Once students who are referred to a higher level of care step down to outpatient therapy, the option of school-based therapy is still available and will be offered.

Often students who are involved in therapy have a difficult time in some area of school. If a release of information has been signed by the student and/or their family, the school counselor and/or social worker will be in contact with the therapist to determine if there are additional ways in which we can support the student in school. Open lines of communication between the school and the treatment team is a very important aspect of helping students who struggle with behavioral health issues be successful in school.

**Current Practices Related to De-escalation Techniques:**

In general, students are aware that there are supports available in the District for students in crisis. Students and parents are informed as to where these crisis-related supports can be found. The information can also be found on the District's website or in the Student Handbook that is distributed at the beginning of the school year to every student in the building. Supports include School Counselor, Social Worker, Nurse, Teachers, Administrators, School Security and/or Clerical Staff.

Once a concern is brought to the attention of one of the support professionals mentioned above, the individual will be removed to a private, calmer location where confidentiality of the student can be maintained. Here, the immediate risk to the student or others will be assessed by the most appropriate, qualified professional. The level of risk which is determined dictates the appropriate

plan of action.

Shaler Area trains district crisis and safety team members, which include teachers, administrators, and paraprofessionals, in Nonviolent Crisis Intervention. The goal of nonviolent crisis intervention training is to teach staff how to intervene in a way that provides for the care, welfare, safety, and security of all involved in a crisis situation. In order to accomplish this goal, staff are taught to recognize the early warning signs that a person's behavior may escalate, how to intervene effectively before the person's behavior becomes dangerous, and, if a person becomes violent, how to control the violence while still providing care, welfare, safety and security for all involved.

More than 50 teachers, administrators, and paraprofessional have been trained in Non-violent Crisis Prevention Interventions (CPI) during the past five years, and crisis teams have been created in each building in the district. During the 2018-19 school year, the district will be training crisis teams and teaching staff using the crisis and de-escalation program through UPMC called Comprehensive Crisis Management (CCM).

### *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.

All staff at the Shaler Area School District work cooperatively to ensure that the district provides FAPE to all students. Continuum of services and placement decisions are made via the IEP team and in accordance with providing all students with a Free and Appropriate Public Education (FAPE).

If an issue were to arise where placement decisions proved to be challenging, the district would work collaboratively with parents and explore placement options that may exceed those currently available. Parents are considered to be an integral member of the IEP Team and are always invited and encouraged to participate in IEP meetings and placement decisions. If they are not available to attend in person, the district will offer other methods to ensure parent participation.

The District employs four licensed social workers who are available to provide support to students. The district is licensed as an outpatient service site for students and works with Mercy Behavioral Health to provide school-based outpatient therapy to students in need of mental health services referred through SAP/ESAP process or school counselors in each building.

The district works with Juvenile Probation, Children and Youth Services, KidsVoice, Achieva, Allegheny Intermediate Unit, Office of Vocational Rehabilitation, partial hospitalization programs, and wraparound providers, and local shelters to address the intensive needs of students. The district also has a partnership with the Allegheny County Office of Behavior Health, Bureau of Children and Adolescent Mental Health Services in order to be a resource for home services in conjunction with school-based services.

### *Strengths and Highlights*

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

The Shaler Area School District's Student Services Staff consists of 42 highly qualified special education teachers, five (5) speech and language pathologists, one (1) transition coordinator, four (4) licensed social workers, three (3) school psychologists, twelve (12) school counselors, five (5) school nurses, two (2) ELL teachers, and seven (7) GATE teachers. Additionally, we have department chairs at each building level including primary, elementary, middle school, high school, and speech. The District will also implement during the 2018-19 school year, a school counselor dedicated to college and career readiness and a special education coach to assist with the district's inclusion initiative and implementation. The district contracts with the Allegheny Intermediate Unit to provide on-site travel-related Instruction to students and partners with the Office of Vocational Rehabilitation This allows for cohesive teamwork and ready access to support staff by parents and team members.

The Shaler Area School is utilizing the MtSS model of building strong supports and interventions to general education students who are struggling either academically or behaviorally. This is a three-tier system that is used to support students in the classroom or through pull-out services via strategic or intense support. In strategic and intense tiers, MtSS staff work with individual or small groups of students a specified amount of time per week.

Each building has a core team that represents administrators, general education teachers, academic coach, social worker, school counselor, and school psychologist. In addition to the core teams, each building has a building level data team that meets to review student data and determine individual programming (tiers) for students based on the outcome of the data.

At the elementary level, benchmark assessments are administered in the fall, winter, and spring to all students in grades K-6 in reading and math. DIBELS and STAR are research-based data analysis and progress monitoring systems that allow for the collection of data and appropriate monitoring of student progress in relation to the MtSS process. The middle school uses a variety of assessments to determine placement of students in the appropriate tiers. Every month student performance in the various tiers are discussed during the data

team meetings and, if appropriate, the tiers are changed based on the data and recommendation of team members.

Shaler Area's Early Childhood Committee takes a proactive approach in identifying those children who may require additional support as early as Pre-Kindergarten. Each year, effective screenings take place for all incoming Kindergartners to identify areas of need for the children. Supports are then put into place in order to make the transition to Kindergarten successful. Pre-K students who are enrolled with the district and previously attended Discovery, Assessment, Referral, and Tracking (DART), which is a free early intervention program for children ages 3-5 in Allegheny County, are invited to attend the district's Extended School Year (ESY) program should their early screening indicate the need for extra instruction over the summer to better prepare them for the start of the school year.

Shaler Area is increasing the inclusive setting initiative K-12. Currently, the high school has a variety of course offerings that allow most of the students with disabilities to participate fully in regular education classes. Most students utilize the special education classrooms for support during study halls or to take tests. Many classes are designed to model a co-teaching experience, in which the general and special education teachers work as a team to deliver instruction within the general education classroom.

The co-teaching model is also implemented at the middle school, elementary, and primary levels. Ongoing professional development is offered to both regular and special education staff in order to provide a smooth transition from a pull-out model of delivery to a push-in model. This continues to be one of the district's biggest and ongoing initiatives in Special Education.

All of the district's special education teachers go through intense training and professional development throughout each school year. The Director of Student Services holds monthly Special Education Department Chair meetings in which programming, compliance, inclusion, and LRE are reviewed. Professional Development days are identified for further training in special education based on need. Some of the topics for training in the past few years have been:

- Indicator 13
- Writing Effective IEPs
- Conducting FBAs
- Writing BSPs
- Autism
- Co-Teaching
- Least Restrictive Environment
- Compliance Timelines
- Components of the IEP
- Conducting Affective IEP Meetings
- Modifications and Accommodations
- IEPWriter

The Shaler Area School District now contracts for three behavior specialists to assist in the

Elementary School, Middle School, High School to support students with complex behavioral concerns as well as supporting the student who interact daily with those students. They assist with completing FBAs, data collection, collaborating with behavior plans, attending IEP meetings, conducting group and individual therapy sessions, and daily check-ins for students.

The District has created sensory rooms in all buildings K-12 with a multitude of sensory items and equipment that help to support our students who have prescribed sensory diets and/or need scheduled sensory breaks throughout their day.

The District utilizes funds available through the School-Based ACCESS Program to support training, technology, and intervention materials. The district relies heavily on these funds to continue to enhance the special education program K-12.

The Special Education Department's transition program for students age 14 and older provides a variety of experiences. Students are able to receive a transition program that prepares them for life after high school. The district provides college prep experiences, school to work experiences, community-based instruction experiences and job shadowing experiences on an individual basis as determined by the IEP team. This year, the District created the position of Transition Coordinate to assist students and teacher with transition opportunities and to strengthen transition goals in each student's IEP who are age 14 or older.

Shaler Area has a District Parent Committee that meets every month throughout the school year to discuss programmatic issues and concerns in order to better develop communication between the district and the community. This committee allows parents the opportunity to learn about special education and what specifically the district is providing for their children each year. It also gives them a chance to give input to programs and offer suggestions on how to continuously work to improve the special education program.

The Special Education Department K-12 utilizes an online, web-based IEP writing system called IEPWriter that was implemented in the 2017-18 school year. This system allows teachers to be able to complete paperwork in one web-based location in a more efficient manner of time than previously needed. This system allows teachers to focus more on instruction in the classroom and achieving students' IEP goals.

The district's special education website is available for all district and community members. The website is a communication tool that acts as an interactive resource for all stakeholders. The website is updated and maintained on a consistent basis and provides information such as workshops and training for parents and educators, activities for students, program highlights, contacts for special education staff, disability information, child find and more.

# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

## Special Education Assurances

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

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

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Day School at The Children's Institute	Approved Private Schools	Autistic Support and Multiple Disabilities Support	8
Community College of Allegheny County	Other	Adult Transition Education	4
Friendship Academy	Approved Private Schools	Emotional Support	11
Mon Valley School	Special Education Centers	Vocational Education	2
PACE	Approved Private Schools	Autistic Support and Emotional Support	6
Pathfinder School	Special Education Centers	Life Skills Support and Autistic Support	1
Presley Ridge Day School	Approved Private Schools	Emotional support	1
Western Pa. School for Blind Children	Approved Private Schools	Blind and Vision Support	2
St. Stevens at Glade Run	Other	Autistic Support and Emotional Support	3
The Education Center at The Watson Institute	Approved Private Schools	Autistic Support	9
Western Pa. School for Deaf	Approved Private Schools	Deaf / Hearning Impaired	1
Longmore Academy	Approved Private Schools	Emotional Support	1
City Connections	Neighboring School Districts	Transition Program	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	5	0.45
Locations:				
Marzolf	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	6	0.55
Locations:				
Marzolf	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #2***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 9	3	0.43
Locations:				
Marzolf	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	0.57
Locations:				
Marzolf	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 9	3	0.37
Locations:				
Marzolf	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	5	0.63
Locations:				
Marzolf	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 6	1	0.11
Locations:				
Marzolf	An Elementary School	A building in which General Education		

	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	8	0.89
Locations:				
Marzolf	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:* ClassandPosition

*Implementation Date:* June 14, 2017

*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	12	1
Justification: Students are not instructed by the special education together in one setting at the same time, so the age range is not a factor.				
Locations:				
Burchfield	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:* ClassandPosition

*Implementation Date:* December 2, 2015

*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	4	0.4
Justification: Students are in class together but work individually or in groups based on their developmental levels.				
Locations:				
Burchfield	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	2	0.2
Locations:				
Burchfield	An Elementary School	A special education Center in which no general		

	Building	education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	4	0.4
Locations:				
Burchfield	An Elementary School Building	A special education Center in which no general education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	5	1
Locations:				
Burchfield	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #8 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* June 14, 2017

*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	5	0.5
Locations:				
Jeffery	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 9	5	0.5
Justification: One Kindergarten student puts the teachers caseload greater than three years. Teacher is the only Learning Support teacher in the Jeffery School. Students are not instructed by the special education together in one setting at the same time, so the age range is not a factor.				
Locations:				
Jeffery	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: May 1, 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	5	0.5
Locations:				
Reserve	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #10**

Operator: School District

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	8	0.67
Locations:				
Shaler Area 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	9 to 12	4	0.33
Locations:				
Shaler Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #11**

Operator: School District

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	10	0.9
Locations:				
Shaler Area 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	Learning Support	10 to 10	1	0.1
Locations:				
Shaler Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #12 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

*Implementation Date:* May 1, 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 12	12	1
Locations:				
Shaler Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #13**

*Operator:* School District

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	9	0.75
Locations:				
Shaler Area 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	11 to 12	3	0.25
Locations:				
Shaler Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #14 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* May 1, 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	9 to 10	12	1
Locations:				
Shaler Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #15 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* May 1, 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	11 to 12	11	1
Locations:				
Shaler Area Elementary	An Elementary 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:* May 1, 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	11 to 12	12	1
Locations:				
Shaler Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #17**

*Operator:* School District

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	16	0.94
Locations:				
Shaler Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 9	1	0.06
Locations:				
Shaler Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #18 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* May 1, 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 10	10	1
Locations:				
Shaler Area Elementary	An Elementary 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:* May 1, 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 11	11	1
Locations:				
Shaler Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #20 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* May 1, 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	9 to 10	12	1
Locations:				
Shaler Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #21 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* May 1, 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	9 to 11	10	1

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

### Program Position #22 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* December 2, 2015

*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	10 to 12	4	0.45
Locations:				
Shaler Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 12	1	0.11
Locations:				
Shaler Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	4	0.44
Locations:				
Shaler Are Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #23

*Operator:* School District

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	6	0.75
Locations:				
Shaler Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 14	2	0.25
Locations:				
Shaler Area Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #24 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* May 1, 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	13 to 15	11	1
Locations:				
Shaler Area Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #25 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* May 1, 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	Life Skills Support	12 to 14	11	1
Locations:				
Shaler Area Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #27 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* May 1, 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 13	11	1
Locations:				
Shaler Area Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #28 - Proposed Program***Operator:* School District

**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* May 1, 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	12 to 14	11	1
Locations:				
Shaler Area Middle School	A Middle School Building	A building in which General Education programs are operated		

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

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	9	0.9
Locations:				
Shaler Area Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	12 to 12	1	0.1
Locations:				
Shaler Area Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #31 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* May 1, 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	11	1
Locations:				
Shaler Area Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	1	0.1
Locations:				
Shaler Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	9	0.9
Locations:				
Shaler Area Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #33 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* May 1, 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 13	10	1
Locations:				
Shaler Area Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	3	0.6
Locations:				
Shaler Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 12	2	0.4
Locations:				
Shaler Area Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #35***Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	10	0.91
Locations:				
Shaler Area 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	1	0.09
Locations:				
Shaler Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #36***Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	1	0.06
Locations:				
Shaler Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	15	0.94
Locations:				
Shaler Area High school	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #37 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* May 1, 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
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	1	0.07
Locations:				
Shaler Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	14	0.93
Locations:				
Shaler Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #38***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	14	0.82
Locations:				
Shaler Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	3	0.18
Locations:				
Shaler Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #39***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	4	0.33
Locations:				
Shaler Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 19	6	0.5
Locations:				
Shaler Area 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	2	0.17
Locations:				
Shaler Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #40***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	12	0.86
Locations:				
Shaler Area 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	2	0.14
Locations:				
Shaler Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #41***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	13	0.67
Locations:				
Shaler Area 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	2	0.33
Locations:				
Shaler Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #43***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	21	1
Locations:				
Shaler Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #44***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	5	0.33
Locations:				

Shaler Area High School	A Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 17	5	0.33
Locations:				
Shaler Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 15	5	0.34
Locations:				
Shaler Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #45***Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	18	0.9
Locations:				
Shaler Area 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	16 to 18	2	0.1
Locations:				
Shaler Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #46 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* December 2, 2015

*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	16 to 18	7	0.47
Locations:				
Shaler Area 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	5	0.33

Locations:				
Shaler Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 16	3	0.2
Locations:				
Shaler Area High school	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #47***Operator: School District***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 18	11	1
Locations:				
Shaler Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #48***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	9	0.64
Locations:				
Shaler Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 17	5	0.36
Locations:				
Shaler Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #49***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	14	0.93
Locations:				
Shaler Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	18 to 18	1	0.07
Locations:				

Shaler Area High School	A Senior High School Building	A building in which General Education programs are operated		
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**Program Position #50 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* May 1, 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	9 to 11	13	1
Locations:				
Shaler Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #51***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	7 to 8	2	0.14
Locations:				
Burchfield	An Elementary 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	7 to 7	1	0.05
Locations:				
Marzolf	An Elementary 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	17 to 17	1	0.01
Locations:				
Shaler Area 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	12 to 12	2	0.02
Justification: AIU Teacher has 2 students from the Elementary school on her roster.				
Locations:				
Shaler Area	An Elementary School	A building in which General Education		

Elementary School	Building	programs are operated		
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**Program Position #52***Operator: Intermediate Unit***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 8	1	0.1
Locations:				
Marzolf	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 10	1	0.06
Locations:				
Shaler Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	17 to 18	2	0.06
Locations:				
Shaler Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #53***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	31	1
Locations:				
Shaler Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #54***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	35	1
Locations:				
Shaler Area Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #55***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 19	10	0.26
Locations:				
Shaler Area 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	Speech and Language Support	5 to 10	28	0.74
Justification: Students are grouped for instruction within a two year age range				
Locations:				
Rogers	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #56***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	11	0.3
Justification: Students are within two year age range when grouped for instruction.				
Locations:				
Marzolf	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	5 to 10	26	0.7
Justification: Students are within two year age range when grouped together for instruction.				
Locations:				
Reserve	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #57***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	44	1
Justification: When grouped for instruction students are within two year age range.				
Locations:				
Marzolf	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #58***Operator: School District*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	44	1
Justification: Students are within two year age range when grouped for instruction.				
Locations:				
Burchfield	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #59***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	34	0.74
Justification: Students are within two year age range when grouped for instruction.				
Locations:				
Jeffery	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	12 to 14	12	0.26
Locations:				
Shaler Area Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #60***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 19	14	0.42
Justification: When grouped for instruction students are within three year age range.				
Locations:				
Shaler Area 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	Speech and Language Support	12 to 14	19	0.58
Locations:				
Shaler Area Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #61***Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	9	1
Locations:				
Rogers	An Elementary School Building	A building in which General Education programs are operated		

### Special Education Support Services

Support Service	Location	Teacher FTE
Director of Student Services	All Buildings	1
School Psychologists	All Buildings	3
School Social Workers	All Buildings	4
Paraprofessionals	All Buildings	64
Certified School Nurses	All Buildings	5
Registered Nurses	All Buildings	5
School Counselors	All Buildings	12
Student Services Administrative Assistants	Central Office	2.5

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Grade Point Resources - Autism and Behavior Consultation	Outside Contractor	2 Days
Grade Point Resources - Behavioral Therapists	Outside Contractor	5 Days
Probation Officer -Allegheny County Probation	Outside Contractor	5 Days
Maxim Nursing Services	Outside Contractor	5 Days

# Needs Assessment

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## Record School Patterns

### Question:

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

What other information do you still need to assess?

### Answer:

The district does not have schools designated as priority or focus.

## District Accomplishments

### Accomplishment #1:

In 2017, according to PVAAS data, the district exceeded the growth standard in Grade 6 Math/ELA and Grade 8 ELA/Science.

### Accomplishment #2:

In 2017, according to PVAAS data, the district showed moderate evidence in exceeding the growth standards in Grade 5 ELA and Grade 7 Math.

### Accomplishment #3:

The District will conduct a comprehensive review of the District's Emergency Operations Plan (EOP) to determine Plan compliance with the principles of the National Incident Management System (NIMS) and the Incident Command System (ICS) and to ensure consistency of terminology throughout the document. The review will also identify any best practices established by the District in the response to, and management of, any incidents in which the District has been involved in order to incorporate those practices into future planning, training and exercise efforts.

### Accomplishment #4:

Attendance and test participation rates were met or exceeded for all student groups.

### Accomplishment #5:

Attendance and graduation targets were met for all students and subgroups on the PSSA and/or Keystone Exams.

### Accomplishment #6:

In 2017, according to PVAAS Data, the district exceeded the growth standard for the Keystone Biology Exam and met the growth standard for Keystone Literature.

#### **Accomplishment #7:**

The Shaler Area School District launched a multi-year project entitled "Project ACE - Advancing Classroom Education." In April 2012, the district started the process of researching, training and planning to implement an iPad initiative K-12. The first phase of the project focused on a 1:1 iPad deployment to all teachers in the district. Phase 2 focused on integrating iPad Mini Project Carts in buildings K-12 in 2 parts (first with 15 carts - 450 iPad minis; second with 23 carts - 690 iPad minis). Teachers and students have been engaging in interactive lessons and activities with the use of the iPads since January 2013. The 3rd Phase of Project ACE, which launched in January 2015 provided all 7th and 8th grade students with an iPad mini. Finally, the 4th phase of Project ACE launched in 2015 and will provide all 9th - 12th grade students with an iPad mini.

#### **Accomplishment #8:**

Through a grant obtained through the Allegheny Intermediate Unit, Shaler Area School District launched Project ENGIN. This project allows students in the primary buildings to Engage, Network, Grow, Inspire and Navigate through STEAM subjects -- science, technology, engineering, arts and mathematics -- with units aimed to increase the students' content knowledge in coding, robotics, technological literacy and environmental sustainability. Project ENGIN launched in the 2015-2016 school year with the help of a \$20,000 grant awarded through the Allegheny Intermediate Unit's Center for Creativity. The program expanded in the 2016-2017 school year with another \$20,000 grant from the Center for Creativity to fund Project Caboose, which focuses on Kindergarten and first-grade students.

#### **Accomplishment #9:**

The Shaler Area School District has developed a 6 year curriculum review cycle that is stepped in the Understanding By Design model. This process is executed via district wide curriculum councils that focus on the development of Big Ideas, Essential Questions, Knowledge, Skills, Resources and Assessments. District curricula is updated to reflect the most current state and/or national standards available. The district has dedicated individuals within each school building to serve in the roles of Building Instructional Coaches and/or Grade level / Content Department Chairs. This distributed leadership model has allowed for teachers leaders to be cultivated to ensure that curricula is implemented and sustained throughout the implementation cycle.

#### **Accomplishment #10:**

The district continues to expand its College in High School (CHS) offerings through a partnership with the University of Pittsburgh. The College in High School (CHS) offers Shaler Area High School students the opportunity to earn both high school and University of Pittsburgh credit in courses taught right in our classrooms. College in High School is an academically rigorous program for motivated students seeking an intellectual challenge within a supportive high school environment.

For more than 30 years, the University of Pittsburgh's College in High School's success has stemmed from close collaboration between the Kenneth P. Dietrich School of Arts and Sciences and regional high schools. CHS-certified high school teachers work closely with Pitt's world-class faculty to teach a high school course that is also a University of Pittsburgh course. Students use college-level textbooks, take college-level exams, and upon successful completion of the class, earn college credit that is recorded on an official University of Pittsburgh transcript.

#### **Accomplishment #11:**

During the 2016-2017 and 2017-2018 school years the Shaler Area School District partnered with The Arts Education Collaborative to complete a self-assessment process and curriculum writing process that serves to guide Shaler Area in determining the current status of arts programs by identifying strengths and areas for improvement in nine categories:

- Curriculum
- Instruction
- Assessment
- Professional Development
- Program Administration and Personnel
- Partnerships and Collaborations
- Funding
- Resources and Facilities
- Program Evaluation

Data in these areas was gathered through interviews with arts teachers, principals, district administrators, students, and parents. Additional data was generated through reviews of district strategic plans, report cards, course descriptions, and other documents that impact arts courses, as well as walk-throughs of all arts instructional spaces in the district. At the end of the process, the district received a comprehensive report that can guide future planning to improve the quality of the arts programs.

#### **Accomplishment #12:**

The District will facilitate a Threat and Hazard Identification and Risk Assessment (THIRA) for each SASD building. The THIRA process will follow the guidance outlined in the second edition of the U.S. Department of Homeland Security's Comprehensive Preparedness Guide (CPG) 201 and will identify the threats and hazards of primary concern to the District. An outside contractor will apply the results of the THIRA to identify the Core Capabilities required by the District in order to effectively plan for and respond to incidents. These Core Capabilities will form the basis for the comprehensive Training and Exercise Program

### **Accomplishment #13:**

Shaler Area has been working to build a foundation to shape the school district's future by utilizing a concept called human-centered design. The human-centered design approach involves participation and input from various stakeholder groups throughout the problem-solving process.

Starting in the summer of 2016, administrators, district staff (including custodial, clerical, and paraprofessional staff), school board members, teachers, parents, students, and community members have met and participated in multiple activities to identify the needs and areas of focus within the district and ways to address them. This strategic planning has facilitated the creation of goals and short-term and long-term plans to achieve them.

The human-centered design process creates a flat organizational concept where each voice is valued, regardless of status or position. To facilitate the approach, Shaler Area has used resources from the Luma Institute, the educational arm of a Pittsburgh-based organization known as Maya Design and has partnered with a free, trained consultant. Utilizing the human-centered design strategies has helped the district create a foundation of trust, transparency, collaboration, and innovation on which Shaler Area will build, develop, and grow.

### **Accomplishment #14:**

Project Caboose launched in the 2016-2017 school year with the help of a \$20,000 grant awarded through the Allegheny Intermediate Unit's Center for Creativity. Project Caboose, provides for students in kindergarten and first grade to learn STEAM skills by using LEGOs, puzzles, robots, and other educational elements. Students interact with each other and learn via resources such as Makey Makey, Bee-Bots, littleBits, Scratch and Scratch Jr., Lego WeDo 2.0 kits, and Puzzlets.

### **Accomplishment #15:**

Since 2013, students have had the opportunity to explore science, technology, engineering, arts and math through fun, hands-on sessions during the weeklong Shaler Area Summer STEAM Camp. Students can choose from sessions that range from robotics to dance. Partners for the STEAM Camp include: The Carnegie Science Center, Carnegie Museum, Bayer Corporation, Pittsburgh Zoo and the Children's Museum of Pittsburgh.

## **District Concerns**

### **Concern #1:**

In 2018, according to PSSA data, there is significant evidence that the number of district 8th grade students who performed at or above proficiency in Mathematics was 27%.

### **Concern #2:**

In 2018 according to PSSA data, there is significant evidence that the number of students in 7th grade who performed at or above proficiency in Math was 42%.

#### Concern #3:

In 2018, according to Keystone Exam data, there is significant evidence that the number of students who performed at or above proficiency on the Keystone Algebra I Exam was 77%.

#### Concern #4:

Staff must use standards-aligned assessment results to identify instructional practices that are linked to student success in mastering the standards-aligned curriculum and learning objectives

#### Concern #5:

In 2018 according to PSSA data, there is significant evidence that the number of students in 6th grade who performed at or above proficiency in Math was 49%.

## Prioritized Systemic Challenges

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

#### Aligned Concerns:

In 2018, according to PSSA data, there is significant evidence that the number of district 8th grade students who performed at or above proficiency in Mathematics was 27%.

In 2018 according to PSSA data, there is significant evidence that the number of students in 7th grade who performed at or above proficiency in Math was 42%.

In 2018, according to Keystone Exam data, there is significant evidence that the number of students who performed at or above proficiency on the Keystone Algebra I Exam was 77%.

Staff must use standards-aligned assessment results to identify instructional practices that are linked to student success in mastering the standards-aligned curriculum and learning objectives

In 2018 according to PSSA data, there is significant evidence that the number of students in 6th grade who performed at or above proficiency in Math was 49%.

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

**Aligned Concerns:**

In 2018, according to PSSA data, there is significant evidence that the number of district 8th grade students who performed at or above proficiency in Mathematics was 27%.

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In 2018 according to PSSA data, there is significant evidence that the number of students in 7th grade who performed at or above proficiency in Math was 42%.

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In 2018, according to Keystone Exam data, there is significant evidence that the number of students who performed at or above proficiency on the Keystone Algebra I Exam was 77%.

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Staff must use standards-aligned assessment results to identify instructional practices that are linked to student success in mastering the standards-aligned curriculum and learning objectives

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In 2018 according to PSSA data, there is significant evidence that the number of students in 6th grade who performed at or above proficiency in Math was 49%.

**Systemic Challenge #3** (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Aligned Concerns:**

In 2018, according to PSSA data, there is significant evidence that the number of district 8th grade students who performed at or above proficiency in Mathematics was 27%.

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In 2018 according to PSSA data, there is significant evidence that the number of students in 7th grade who performed at or above proficiency in Math was 42%.

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In 2018, according to Keystone Exam data, there is significant evidence that the number of students who performed at or above proficiency on the Keystone Algebra I Exam was 77%.

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In 2018 according to PSSA data, there is significant evidence that the number of students in 6th grade who performed at or above proficiency in Math was 49%.

**Systemic Challenge #4** (*Guiding Question #0*) Establish a culture of learning that promotes higher order thinking, rigor and high expectations for all learners.

**Aligned Concerns:**

In 2018, according to PSSA data, there is significant evidence that the number of district 8th grade students who performed at or above proficiency in Mathematics was 27%.

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In 2018 according to PSSA data, there is significant evidence that the number of students in 7th grade who performed at or above proficiency in Math was 42%.

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In 2018, according to Keystone Exam data, there is significant evidence that the number of students who performed at or above proficiency on the Keystone Algebra I Exam was 77%.

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In 2018 according to PSSA data, there is significant evidence that the number of students in 6th grade who performed at or above proficiency in Math was 49%.

# District Level Plan

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## Action Plans

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

### Related Challenges:

- Establish a district system that fully ensures 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: Interim

Data Source: Completed Units of Instruction and Scope and Sequence documents that are aligned to PA Core and PA Academic Standards across grade levels.

Specific Targets: Annual assessment data (PSSA, STAR Assessment, DIBELS etc.)

### Strategies:

#### *Common Assessment within Grade/Subject*

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf?](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

**SAS Alignment:** Assessment, Instruction

## *Curriculum Mapping*

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

**SAS Alignment:** Curriculum Framework

### ***Implementation Steps:***

#### *Curriculum Writing*

**Description:**

K-12 Curriculum Councils will continue to build district level curriculum utilizing the UbD model for all content areas.

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):** Professional Education

**Supported Strategies:**

- Curriculum Mapping

#### *Monitor Implementation of Curriculum*

**Description:**

Monitoring the implementation of the curriculum will be critical to ensuring consistent implementation of a standards aligned curricula. Teacher in each grade level or department will deliver the content as established with the Units of Instruction using research-based instructional practices. Evidence of implementation will include formal and informal observations, grade level / content area work groups, review of common assessments, and teacher perceptual data.

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):** Professional Education

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Curriculum Mapping

*Professional Development on designing and implementing common assessments*

**Description:**

Teachers will participate in professional development activities to form an understanding of assessment building and the value of common assessments (from creation to analyzing). Evidence to support implementation will include the common assessment documents, and classroom observations.

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):** Professional Education

**Supported Strategies:**

- Common Assessment within Grade/Subject

*Data-driven Decision Making and Evaluation*

**Description:**

Curriculum is a living and breathing document that requires ongoing discussion, review and revision based on evaluation data. Through the use of PVAAS, PSSA, Keystone and various standardized assessments, effectiveness of the Units of Instruction will be reviewed. Implementation of this step will be evidenced by data teams, formal and informal observations, and staff meetings

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

**Program Area(s):** Professional Education

**Supported Strategies:**

- Common Assessment within Grade/Subject

- Curriculum Mapping

**Goal #2:** 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.

**Related Challenges:**

- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a culture of learning that promotes higher order thinking, rigor and high expectations for all learners.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Classroom observations, walk-throughs, decrease in student referrals

Specific Targets: Student benchmark assessments, student summative and formative assessment data.

***Strategies:***

***Instructional Conversations***

**Description:** Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: [http://gse.berkeley.edu/research/credearchive/research/pdd/5stand\\_evidence.html](http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) ) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: [http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_ICLL\\_102606.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf) )

**SAS Alignment:** 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](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ; Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](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](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

## *Increased Quality Instructional Time*

**Description:** Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: <http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and <http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time> )

**SAS Alignment:** Instruction, Safe and Supportive Schools

## *Implementation Steps:*

### *Review and Modify the RTII Process*

#### **Description:**

The Shaler Area School District will re-evaluate the RTII process being implemented at each of the district's schools. Additionally, focus groups at the building level will be created to evaluate the implementation of flexible grouping to meet the needs of all learners. Additionally, professional development will be focused on refreshing staffs knowledge of the RTII model and evaluating current practices for there effectiveness.

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

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

**Supported Strategies:**

- Differentiating Instruction

*Redesign of Master Schedules*

**Description:**

Principals will create master schedules to allow for intervention periods, remediation and flexible grouping at the elementary, middle and high school level.

**Start Date:** 7/1/2019      **End Date:** 6/29/2022

**Program Area(s):** Professional Education

**Supported Strategies:**

- Instructional Conversations
- Increased Quality Instructional Time

**Goal #3:** Establish a culture of learning that promotes higher order thinking, rigor and high expectations for all learners.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Classroom lesson plans, student responses, project based assessments.

Specific Targets: Increased higher level questioning, assignments and discussion.

***Strategies:***

## *Instructional Conversations*

**Description:** Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: [http://gse.berkeley.edu/research/credearchive/research/pdd/5stand\\_evidence.html](http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) ) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: [http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_ICLL\\_102606.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf) )

**SAS Alignment:** Instruction

## *Substantial Professional Development*

**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: [http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) ) Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Instruction

## *Instructional (Distributed) Leadership Capacity Building*

**Description:** Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: [http://www.learningpt.org/pdfs/leadership\\_turnaround\\_schools.pdf](http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf) , and <http://www.pakeys.org/docs/SL%20PP%201.pdf> )

**SAS Alignment:** Safe and Supportive Schools

## *Implementation Steps:*

### *Instructional Conversations on Classroom Rigor, Relevance and Higher Order Thinking*

**Description:**

Through instructional conversations and professional development teachers will implement higher order thinking strategies into their daily lessons. By engaging students in lessons that are of high rigor and relevance their ability to retain, recall and apply content will be heightened.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education

**Supported Strategies:**

- Instructional Conversations

*Identify specific academic areas for focused improvement within each school based on a comprehensive review of summative, formative and diagnostic assessments*

**Description:**

Principals will review the schools Keystone, PSSA, PVAAS, SLO and other data to identify specific academic areas for focused improvement. Principals will use the School Comprehensive Planning Process to develop actions for these targeted areas.

**Start Date:** 7/1/2019    **End Date:** 6/30/2022

**Program Area(s):** Professional Education

**Supported Strategies:**

- Instructional Conversations

*Professional Learning Communities will be established at each school.*

**Description:**

Professional Learning Communities will lead the development of the School Comprehensive Plan's Action Plan and be responsible for creating,

implementing, revising and evaluating the action plan in addition to communicating that plan to the broader school community.

**Start Date:** 6/1/2022      **End Date:** 6/30/2022

**Program Area(s):** Professional Education

**Supported Strategies:**

- Instructional Conversations
- Substantial Professional Development
- Instructional (Distributed) Leadership Capacity Building

**Goal #4:** Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Professional Development needs assessment, offering and evaluations.

Specific Targets: Through the implementation of high quality professional development teacher perceptions, actions and instructional methods will shift to meet the ever changing landscape of education.

***Strategies:***

***Instructional Conversations***

**Description:** Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: [http://gse.berkeley.edu/research/credearchive/research/pdd/5stand\\_evidence.html](http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) ) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source:

[http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_ICLL\\_102606.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf) )

**SAS Alignment:** 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](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ; Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](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](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

### *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](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

### *Implementation Steps:*

#### *Improvement of Instructional Practices*

##### **Description:**

Professional development in the area of improved instructional practices will be critical. This includes focused, job embedded exercises in the areas of differentiated instruction, flexible grouping, guided reading and number sense.

**Start Date:** 7/1/2019      **End Date:** 6/30/2022

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Conversations
- Differentiating Instruction

# Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:		Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.				Strategy #1: Common Assessment within Grade/Subject		
Start	End	Title			Description			
7/1/2019	6/30/2022	Professional Development on designing and implementing common assessments			Teachers will participate in professional development activities to form an understanding of assessment building and the value of common assessments (from creation to analyzing). Evidence to support implementation will include the common assessment documents, and classroom observations.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Assistant Superintendent and Building Principals	3.0	4	300	Shaler Area School District	LEA and IU / External Consultants	Yes
		<b>Knowledge</b>			Teachers will gain a knowledge of the components of common assessments and how they aligning to the curriculum and instructional strategies being used in the Shaler Area School District.			
		<b>Supportive Research</b>			Research indicates that increases to student achievement are linked to aligned curriculum, instruction and assessment.			
		<b>Designed to Accomplish</b>						
		For classroom teachers, school counselors and education specialists:			Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.			

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

<b>LEA Goals Addressed:</b>	<p><b>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</b></p>	<b>Strategy #1: Differentiating Instruction</b>
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**procedures for monitoring effectiveness.**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2019	6/30/2022	Review and Modify the RTII Process	The Shaler Area School District will re-evaluate the RTII process being implemented at each of the district's schools. Additionally, focus groups at the building level will be created to evaluate the implementation of flexible grouping to meet the needs of all learners. Additionally, professional development will be focused on refreshing staffs knowledge of the RTII model and evaluating current practices for there effectiveness.	Building Principals and Central Administration	6.0	2	200	Shaler Area School District and Allegheny Intermediate Unit	Local LEA and IU	No
<p><b>Knowledge</b> Develop a deeper understanding of approaches to the RTII process and flexible grouping.</p> <p><b>Supportive Research</b> Addressing students on their level in the least restrictive environment will lead to increased learning.</p> <p><b>Designed to Accomplish</b></p> <p>For classroom teachers, school counselors and education specialists: Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>For school and district administrators, and other educators seeking leadership roles: 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.</p> <p><b>Training Format</b> LEA Whole Group Presentation Series of Workshops</p>										

## Department Focused Presentation

<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers		Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
<b>Follow-up Activities</b>	Analysis of student work, with administrator and/or peers	<b>Evaluation Methods</b>	Standardized student assessment data other than the PSSA
	Peer-to-peer lesson discussion Lesson modeling with mentoring		Classroom student assessment data Review of participant lesson plans

**LEA Goals Addressed:** Establish a culture of learning that promotes higher order thinking, rigor and high expectations for all learners. **Strategy #1: Instructional Conversations**

Start	End	Title			Description			
7/1/2019	6/30/2022	Instructional Conversations on Classroom Rigor, Relevance and Higher Order Thinking			Through instructional conversations and professional development teachers will implement higher order thinking strategies into their daily lessons. By engaging students in lessons that are of high rigor and relevance their ability to retain, recall and apply content will be heightened.			
<b>Person Responsible</b>		<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>		<b>App.</b>

Assistant  
Superintendent and  
Building Principals

3.0

6

300

Shaler Area School District

LEA and  
IU /  
External  
Consulta  
nts

Yes

**Knowledge**

Teachers will increase his/her knowledge and proficiency in increasing classroom rigor, engaging students in higher order thinking and providing opportunities for students to apply knowledge learned as a means for assessing learning.

**Supportive Research**

Best practices on student knowledge and retention when they are challenged and engaged in their learning.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

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

**Training Format**

LEA Whole Group Presentation  
Series of Workshops  
Department Focused Presentation

**Participant Roles**

Classroom teachers  
Principals / Asst. Principals

**Grade Levels**

Elementary - Primary (preK - grade 1)  
Elementary - Intermediate (grades 2-5)

	Paraprofessional	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>
	<b>Evaluation Methods</b>	

<b>LEA Goals Addressed:</b>	<b>Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.</b>	<b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b> <b>Strategy #2: Instructional Conversations</b> <b>Strategy #3: Differentiating Instruction</b>
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Start	End	Title			Description			
7/1/2019	6/30/2022	Improvement of Instructional Practices			Professional development in the area of improved instructional practices will be critical. This includes focused, job embedded exercises in the areas of differentiated instruction, flexible grouping, guided reading and number sense.			
<b>Person Responsible</b>		<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>		<b>App.</b>

Assistant  
Superintendent and  
Building Principals

4.0

4

300

Shaler Area School District

LEA and  
IU /  
External  
Consulta  
nts

Yes

**Knowledge**

Teachers will gain a deep understanding of of best practices in the areas of differentiated instruction, flexialbe grouping, guided reading and number sense.

**Supportive Research**

Job embedded professional development yields sustained results.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

**Training Format**

LEA Whole Group Presentation  
Series of Workshops  
Department Focused Presentation

**Participant Roles**

Dir

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

**Grade Levels**

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

<b>Follow-up Activities</b>	<ul style="list-style-type: none"><li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li><li>Analysis of student work, with administrator and/or peers</li><li>Creating lessons to meet varied student learning styles</li><li>Peer-to-peer lesson discussion</li><li>Lesson modeling with mentoring</li></ul>	<b>Evaluation Methods</b> <ul style="list-style-type: none"><li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>Student PSSA data</li><li>Standardized student assessment data other than the PSSA</li><li>Classroom student assessment data</li></ul>
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## MEDICAL STAFFING SERVICE AGREEMENT

This Medical Staffing Service Agreement ("Agreement") is effective as of November 1, 2018 between Shaler Area School District ("Client"), having a place of business at 1800 Mt. Royal Boulevard, Glenshaw, PA 15116 and Capital Healthcare Services Inc. dba as Harmony Home Healthcare ("Harmony"), having its principal place of business at 40 Lincoln Way, Suite 300, Irwin, PA 15642.

The Client needs registered nurses, licensed practical nurses and personal care assistants (hereinafter referred to as "Medical Professionals") with particular skills and experience. Harmony has the capabilities to locate and provide to the Client such medical personnel. The parties therefore hereby agree as follows:

1. **Term.** This Agreement shall be in effect for a period of one (1) year and shall automatically renew on an annual basis if not terminated by either party following thirty (30) days written notice.

2. **Statement of Services.** Harmony will seek to locate and provide to the Client qualified Medical Professionals in accordance with the Client's requests. Harmony will interview each Medical Professional and provide upon request a copy of the Medical Professional's resume, verify the Medical Professional's license or certification, perform required statewide and federal criminal background checks for pre-employment and as required by the Pennsylvania Department of Education, child abuse clearance, exclusion checks including OIG, GSA, EPLS, obtain a two-step Mantoux TB test and annual update, physical examination, CPR certification, reference checks, pre-employment, and random drug screening, perform HIPAA and JCAHO training and document the Medical Professional's skills. Harmony will use all reasonable efforts to (a) fulfill any Client request for assistance in complying with regulatory requirements, (b) notify the Client of any Medical Professionals absence and seek a replacement; (c) work with the Client upon request to promote continuity of care and the continuing evaluation of supplementary staffing; and (d) make available upon the written request of an authorized governmental body, for a period of four years after the provision of services to the Client pursuant to this Agreement, records indicating the nature and cost of Harmony's services. Harmony assumes all payroll and benefit responsibilities, including taxes, applicable to the Medical Professionals and maintains professional and general liability insurance (\$1m/3m), workers compensation insurance (\$1m). Subcontractors are never employed by Harmony Healthcare to provide any services.

3. **Parties' Responsibilities.** A Medical Professional on an assignment with the Client remains an employee of Harmony unless otherwise agreed to in writing by the parties. The Client shall be responsible for the Medical Professional's orientation, work environment and supervision during the assignment. The Client shall not modify the Medical Professional's duties beyond those that would be typical for the assigned position, including floating to multiple positions, or outside the realm of the Medical Professional's education, skills, training, and capabilities unless the Client first notifies Harmony in writing of the proposed duties or activities and receives its written permission. Additionally, the Client must notify Harmony in writing and receive its written permission to have the Medical Professionals use any vehicle or handle money, negotiable instruments or valuable property. The Client shall immediately present to Harmony written documentation of the Medical Professional's unsatisfactory performance so that the parties can take appropriate action. The Client shall not communicate directly with the Medical Professionals except in the context of the assignment, nor may the Client directly or indirectly solicit or attempt to solicit Harmony's employees and/or Medical Professionals. All communications concerning the Medical Professional's scheduling shall occur only through Harmony. Neither party shall be responsible for any indirect, special, incidental or consequential damages, including interruption of business or loss of goodwill, arising from services provided to the Client. The Client shall be solely responsible for determining the Medical Professional's suitability for an assignment and shall keep confidential and not divulge to any person or entity any information relating to Harmony's Medical Professionals without Harmony's prior written consent. Harmony acknowledges that this Agreement may be subject to disclosure by Client pursuant to the Pennsylvania Right to Know Law. Harmony may make information regarding the commercial relationship between the parties public.

4. **Conversion Fee for Permanent Placement of Medical Professionals.** The Client shall pay the applicable placement fee for converting the Medical Professionals who has provided services to the Client into an employee or Medical Professionals of the Client, regardless of the position or classification as full or part-time. The fee shall be equal to 20% of the Medical Professional's salary on an annual, full-time basis. The fee will be reduced by 1% for every 40 hours of service that the Medical Professionals has provided to the Client, provided, however, the fee shall not be less than 10% of the first years annual salary. The Client agrees to provide at any time appropriate proof of the Medical Professional's annual gross compensation, if requested. Harmony will no longer have payroll or any other responsibility for the Medical Professionals once the Client has hired the Medical Professionals on a permanent basis.

5. **Hiring Policy.** If the Medical Professional's assignment with the Client ends for any reason, whether voluntarily or involuntarily, the Client shall not hire or use that Medical Professionals for a period of one year, except through Harmony. This provision shall not apply if, at the time the Medical Professionals leaves the Client's assignment, the Client has already paid a conversion fee for converting the Medical Professionals into a permanent employee.

6. **Billing and Rates.** The Client will be billed weekly for the total hours the Medical Professionals worked. The Client will be billed at one and one-half times the stated hourly billing rate if the Medical Professionals works overtime or on holidays (as established in Exhibit A hereto). The Medical Professionals will present a time sheet to the Client at the end of each day or shift so that the Client can verify, by its signature, the hours the Medical Professionals worked. The Client's signature on the time sheet verifies its acceptance of the hours of Medical Professional's and Harmony's services for that time period. If the Client cancels a scheduled shift less than two hours prior to the start of the shift, during the shift or upon the Medical Professional's arrival at the Client's facility, the Client shall pay for four hours of the Medical Professional's services. The Hourly Bill rates set forth in Exhibit A hereto shall remain in effect for a period of one year. In the event that the Medical Professional's Hourly Bill Rate are proposed to be adjusted for any renewal term, Harmony will first provide a written notice to Client not less than sixty days prior to the end of the initial or any renewed term. Invoices for Harmony's services shall be due within thirty days. The Client shall pay interest of 0.5% per month on all outstanding invoice amounts, and shall pay all costs, including attorneys' fees, incurred by Harmony in collecting any amounts owed to it.

7. **Guarantee.** Harmony will reimburse the conversion fee paid pursuant to Section 4 if the Medical Professional terminates his/her employment or other relationship with the Client within thirty days from the conversion date. There are no other express or implied warranties relating to this Agreement.

8. **Indemnification.** Harmony shall indemnify, protect, defend, and hold harmless the Client, including, without limitation, the Client's directors, officers, employees, agents, and any of its other contractors, from and against all claims, losses, costs, damages, and expenses (including, without limitation, reasonable attorneys' fees) arising out of any claim, demand, action or suit for any damages, injuries or death to persons or property caused in whole or in part by any act or omission of Harmony, its agents or employees.

Subject to and with reservation of any immunities from liability or limitations on recoverable damages afforded to Client under applicable law, Client shall indemnify, protect, defend, and hold harmless Harmony, including, without limitation, Harmony's directors, officers, employees and agents, from and against all claims, losses, costs, damages, and expenses (including, without limitation, reasonable attorneys' fees) arising out of any claim, demand, action or suit for any damages, injuries or death to persons or property caused in whole or in part by any negligent act or omission of the Client, its agents or employees. This provision shall not require Client to provide indemnification from any claim from which Client is immune or for any damages exceeding any limitation of recoverable damages applicable to Client under applicable law.

9. **Demarcation of Services.** To the extent that Harmony provides services to the same student at the student's home or at a facility other than Client's school (such as Child's Way), the Medical Professional's services pursuant to this Agreement shall commence upon the student's boarding of any school vehicle furnished by Client and shall end upon the student's exit from any school vehicle furnished by Client. Client shall have no responsibility for the supervision or assistance of the student or any services provided by the Medical Professional to such student prior to the student boarding the school vehicle or after the student exits the school vehicle.

10. **Miscellaneous.** This Agreement shall be governed by Pennsylvania law, constitute the entire agreement between the parties with respect to its subject matter and supersede all prior agreements, representations or understandings. Any litigation relating to this Agreement shall occur in a court situated in Allegheny County, Pennsylvania, and personal jurisdiction and venue are proper and convenient there. The Client may not assign its rights under this Agreement and any attempt to do so shall be void. Obligations under this Agreement that, by their nature, would continue beyond the termination of the Agreement, shall survive such termination.

11. **Non-Exclusive.** This Agreement does not obligate Client to exclusively engage Harmony for the services provided hereunder. Client reserves the right to engage or retain other independent contractors or employees to provide services similar to those provided by Harmony pursuant to this Agreement.

IN WITNESS WHEREOF, the parties have executed this Agreement on the date indicated above.

**Shaler Area School District**

**Capital Healthcare Services, Inc.**

Signature: \_\_\_\_\_

Signature: Arthur L. Hoops

Title: \_\_\_\_\_

Title: CEO

Print Name: \_\_\_\_\_

Print Name: Arthur L. Hoops

