



HOLY FAMILY
SPECIALIZED LEARNING





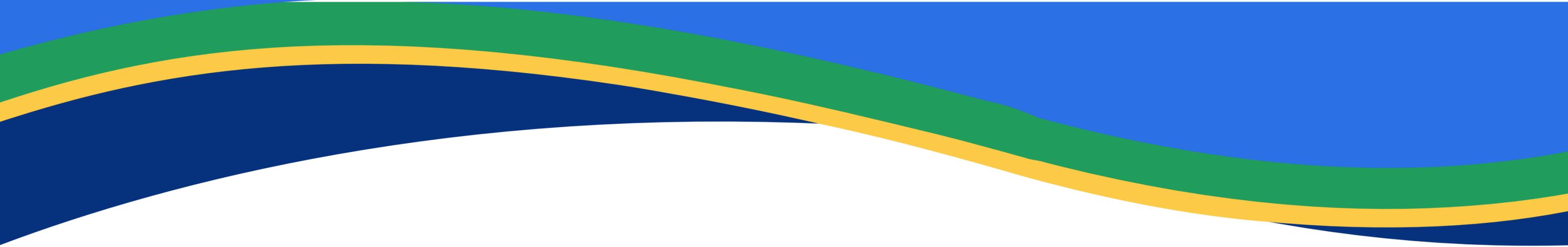
Holy Family Specialized Learning

- A place where structure and care come together, helping students who've had a hard time find their path.
- Students in grades 1-12 facing emotional, behavioral, and academic challenges are supported with purpose, not judgment.
- Every part of the day is designed with intention –personalized learning, built-in therapy, and clear expectations that help students grow.
- **We don't focus on the past; we focus on the future.**



Located in Ross Township, HFSL sits on a beautiful 10 acre campus.

- Vibrant baseball field buzzing with energy
- Lush green spaces perfect for relaxation and play
- Scenic forest view from every classroom
- Beautifully cultivated garden beds bursting with color
- Inspiring library filled with knowledge and discovery
- Innovative workforce laboratory
- Sleek hardwood-floor gym designed for peak performance
- Fully equipped music and art studios sparking creativity



Our outcomes

- Students **develop the skills and confidence** to succeed academically and socially.
- Emotional and behavioral challenges are addressed with **compassionate, effective support**.
- **Personalized** learning plans help each student reach their full potential.
- Graduates are **prepared for the next steps** in education, career, and life.
- Families and communities feel **empowered and engaged** in the student's growth.
- A positive, inclusive environment fosters **resilience, self-awareness, and lifelong learning**.

*"My son would never
have graduated and
found his way without
Holy Family."*

HFSL parent



District partners

Often spanning multiple counties, the partnerships we build with school districts and charter schools are essential to making HFSL an inclusive, dynamic education placement.

Through close collaboration and shared commitment, these partnerships enable us to create personalized learning environments that meet each student's unique needs—**ensuring every learner has the support and opportunities to thrive and grow.**

- Aliquippa SD
- Ambridge SD
- Carlynton SD
- City High Charter School
- Gateway SD
- Highlands SD
- Life STEAM Male Academy
- McKeesport SD
- New Brighton SD
- North Hills SD
- Norwin SD
- Penn Hills SD
- Pittsburgh Public Schools
- Propel Schools
- Riverview SD
- Shaler Area SD
- Steel Valley SD
- Sto-Rox SD
- South Allegheny SD
- Urban Pathways CS K-6
- Urban Pathways CS
- Wilkinsburg Area SD
- Woodland Hills SD

Safe

- No major incidents during a quarter
- Average of 80 SOAR points per week
- Connect with appropriate resources for help

Organized

- On-task during all classes
- Materials being used appropriately
- Work completed, submitted for grading

Respectful

- Maintain 85% attendance
- No bus incidents
- Actively repairing relationship choices have damaged

Accountable

- Appropriate dress attire
- School-appropriate language
- Following through on requests, directives from staff

SOAR at HFSL

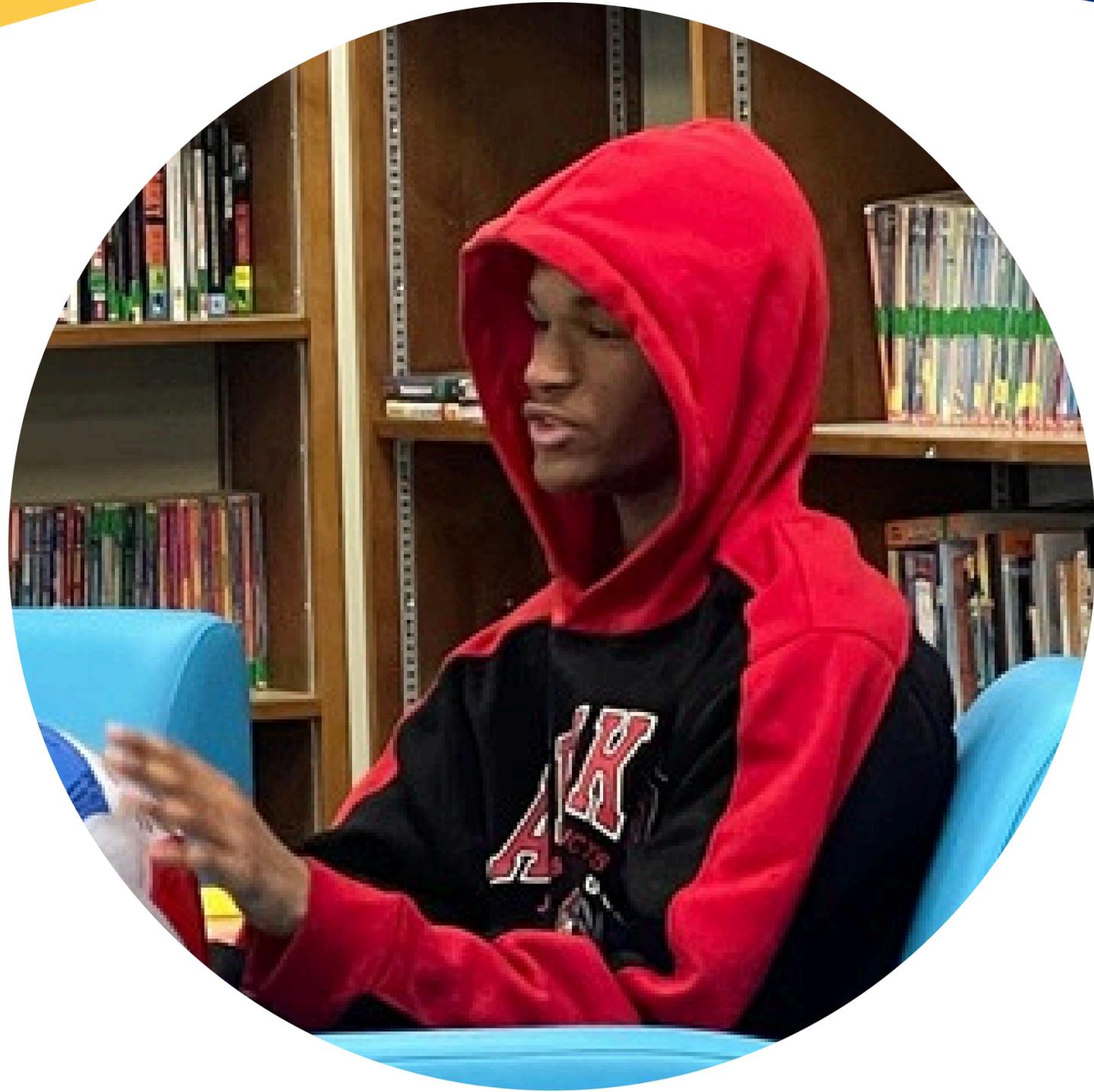
At HFSL, the SOAR framework empowers students to grow through clear, consistent expectations built around being Safe, Organized, Accountable, and Respectful.

SOAR creates a structured, supportive environment where students stay engaged in learning, show up consistently, follow directions, and take ownership of their actions. SOAR isn't just about daily success—it's a pathway that helps students build the skills and behaviors needed to transition confidently back to their home districts and thrive.

*"My mom gave me the
choice about coming here.*

And I chose to be here."

HFSL student, grade 10





Restorative Practices

Building trust.

Repairing harm.

Restoring community.

Restorative practices help students understand the impact of their actions, repair relationships, and build a stronger school community.

It's not about punishment—**it's about accountability, empathy, and growth.**



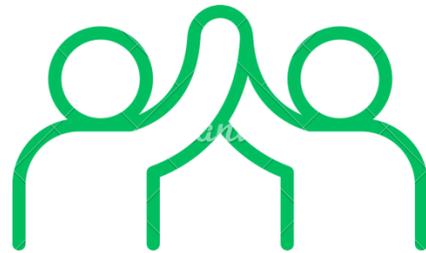
Community Circles

Daily gatherings that build connective, empathy, and shared values.



Restorative Conversations

Staff and students engage in structured dialogue after conflicts to promote healing.



Reintegration Support

Students returning from suspensions or breaks receive guided support to reconnect and reset.



Repair Agreements

Collaborative plans to make things right when harm has occurred--focused on action, not blame.



Learning that fits just right.

At HFSL, learning is personalized to meet each student where they are.

With tailored instruction, flexible support, and a focus on individual strengths, students gain the confidence and skills they need to grow—at their own pace, in their own way.

It's education designed to feel right, because it's built just for them.





PAES Lab

Students engage in real-life, hands-on job experiences that help them discover their interests and strengths. Through a variety of tasks and roles, they explore potential careers, learn practical, transferable skills, and build strong work habits.



Community Circles

Community Circles bring students and staff together to build trust, share experiences, and strengthen relationships. These daily gatherings create a sense of belonging, promote open communication, and support social-emotional growth.



Small groups

Small group instruction provides personalized attention, build strong relationships, and create safe spaces for students to grow academically, socially, and emotionally. It's where meaningful learning and connection happen every day.

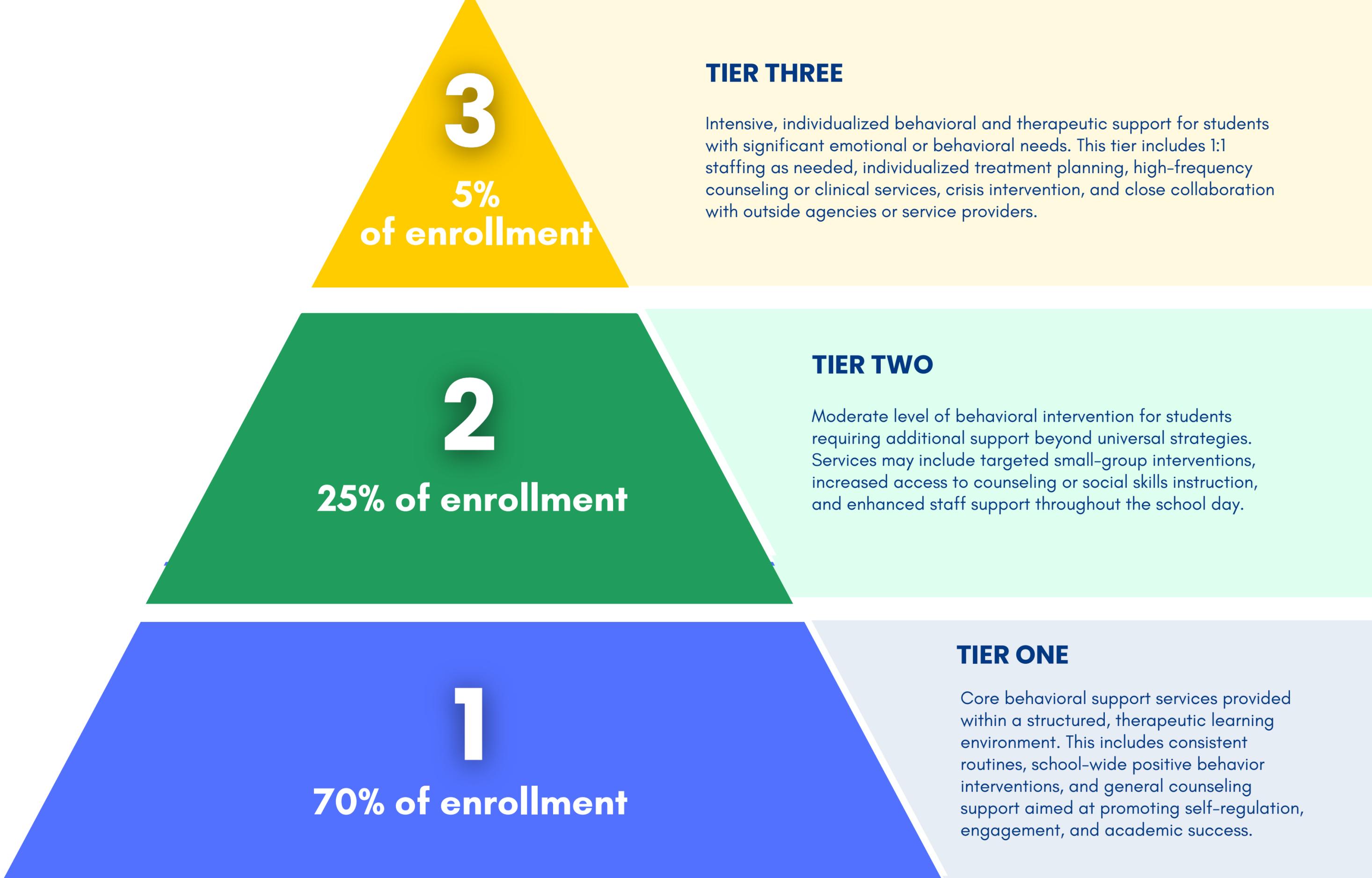


Specials

Students build physical strength, learn healthy habits, and grow in confidence. In Music, they explore creativity, self-expression, and teamwork. Both programs support well-rounded development and help students connect mind, body, and heart.

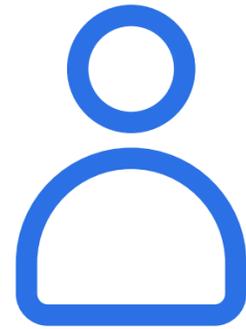
Tiered Support

- Addresses **diverse student needs** with appropriate interventions
- **Allocates resources** efficiently based on individual needs
- Improves outcomes through **targeted, personalized support**
- **Prevents issues from escalating** by early intervention
- Helps staff manage varying behavior challenges
- Encourages **collaboration** among educators and providers
- Promotes a **safe, positive learning environment**
- Enables **data-driven** placement and monitoring
- Ensures **accountability** and **transparency** in services
- Supports **compliance** with best practices and regulations

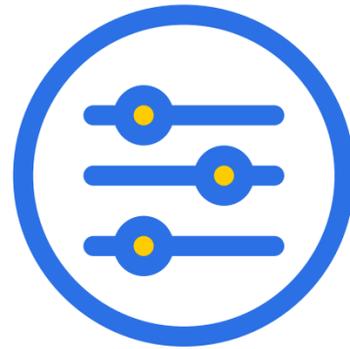


TIER ONE

Core behavioral support services provided within a structured, therapeutic learning environment. This includes consistent routines, school-wide positive behavior interventions, and general counseling support aimed at promoting self-regulation, engagement, and academic success.



Students who benefit from a structured environment and general behavioral support but do not exhibit significant behavioral or emotional challenges that disrupt learning regularly.



Low to moderate; standard level of supervision and interventions.

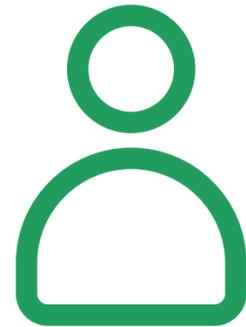
1:6 ratio, classroom roster capped at 12



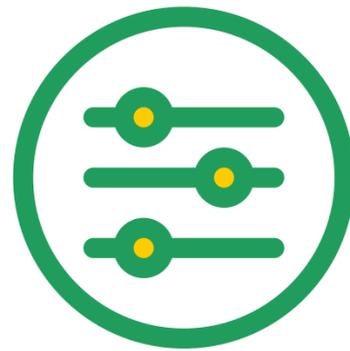
- School-wide behavioral expectations and routines
- Positive Behavior Interventions and Supports (PBIS)
- Access to general counseling services
- Classroom-based behavioral strategies
- Occasional check-ins with support staff

TIER TWO

Moderate level of behavioral intervention for students requiring additional support beyond universal strategies. Services may include targeted small-group interventions, increased access to counseling or social skills instruction, behavior intervention plans (BIPs), and enhanced staff support throughout the school day.



Students who display moderate behavioral challenges that require targeted intervention to succeed in the school environment.



Moderate; increased structure, oversight, and frequency of behavioral interventions.

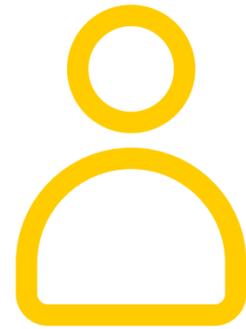
Lower staff-to-student ratios; more direct supervision and support, but not 1:1.



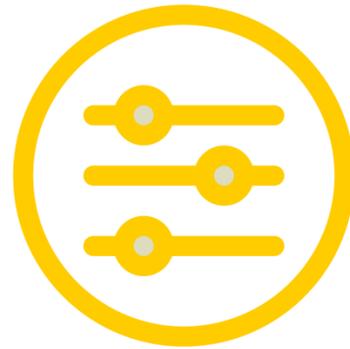
- Individual or small-group social-emotional skills instruction
- Development and implementation of a Behavior Intervention Plan (BIP)
- Increased frequency of counseling or behavioral check-ins
- Data-driven progress monitoring
- Staff trained to provide targeted support throughout the day

TIER THREE

Intensive, individualized behavioral and therapeutic support for students with significant emotional or behavioral needs. This tier includes 1:1 staffing as needed, individualized treatment planning, high-frequency counseling or clinical services, crisis intervention, and close collaboration with outside agencies or service providers.



Students with significant behavioral, emotional, or mental health needs requiring highly individualized and intensive intervention.



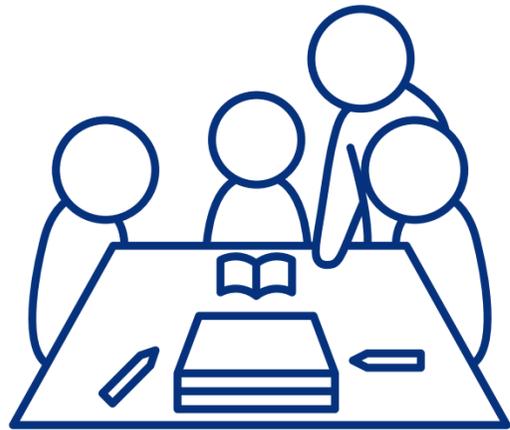
High; customized supports delivered throughout the day to maintain safety and promote behavioral stability.

Highest level of staff involvement; individualized supports throughout the school day.



- 1:1 staffing or intensive supervision as needed
- Comprehensive, individualized treatment plans
- High-frequency individual counseling or therapeutic services
- Crisis intervention and de-escalation planning
- Coordination with external service providers (e.g., mental health, case management)
- Continuous data collection and review

PLACING & PROVIDING TIER SUPPORT



INTAKE

The EARL-IV (Early Assessment and Risk List – Version IV) is utilized as a standardized placement tool to support the intake process by identifying each student’s emotional, behavioral, and therapeutic needs. This evidence-based assessment helps ensure accurate tier placement by evaluating key risk and protective factors, guiding individualized service planning, and promoting appropriate levels of support.

Eligibility

TIER 1

EARL-IV score of
1 - 7



TIER 2

EARL-IV score of
8 - 11



TIER 3

EARL-IV score of
12 - 14



CANNOT SUPPORT

EARL-IV score of
15- 18



Student Needs

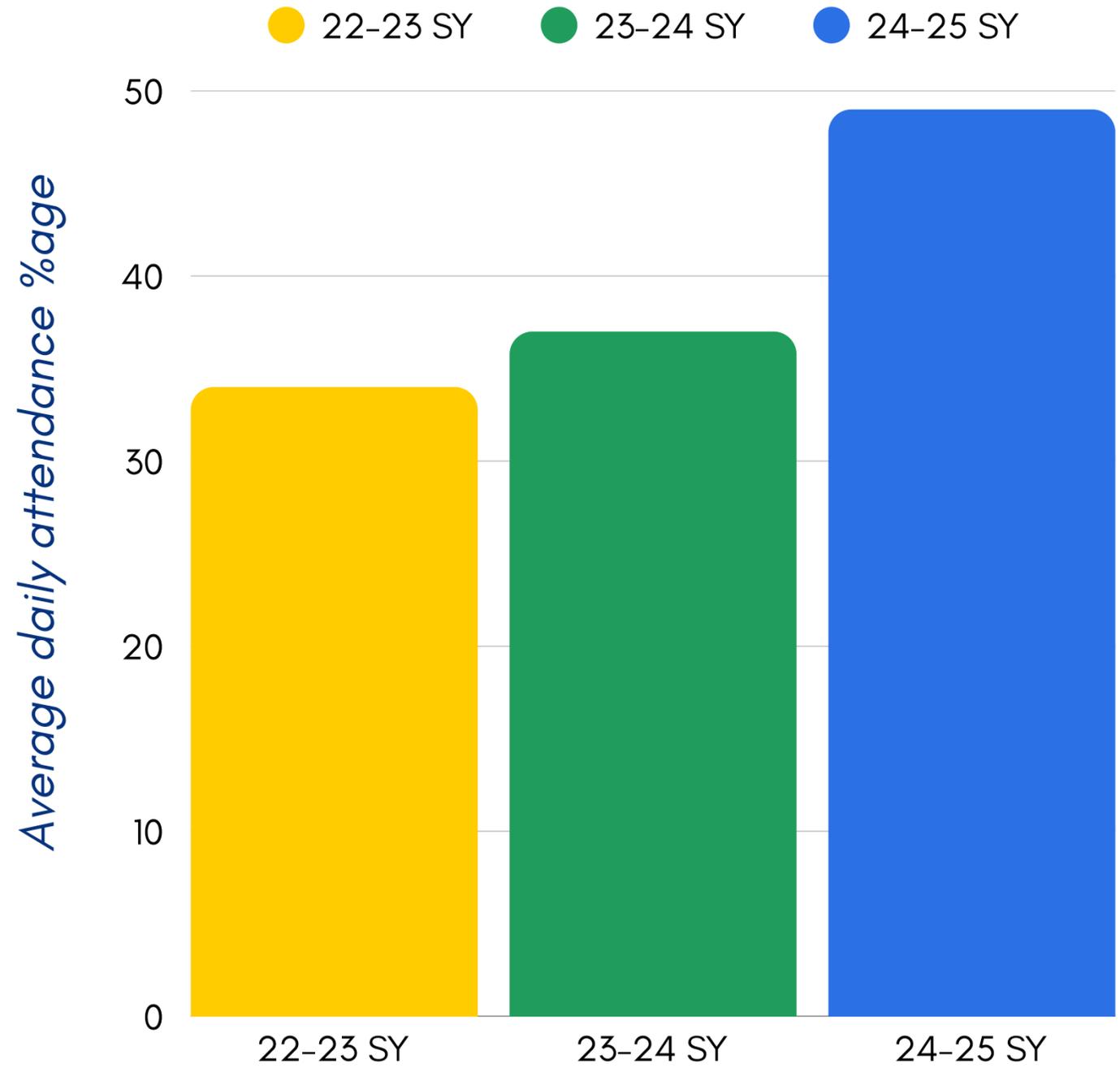
The student displays occasional behavioral or emotional challenges but responds well to structure, routines, and universal supports. They may need general counseling, social skills practice, and positive reinforcement to stay engaged. Overall, they function well in a structured, therapeutic environment with minimal additional interventions.

The student exhibits frequent behavioral difficulties such as impulsivity, oppositional behavior, or social struggles. They may have a behavior intervention plan (BIP), benefit from targeted counseling or small-group support, and require increased staff attention throughout the day. Emotional regulation and peer interactions are ongoing areas of need.

The student demonstrates significant emotional or behavioral challenges that interfere with daily functioning. They may have a history of trauma, mental health diagnoses, or serious dysregulation requiring 1:1 support, high-frequency counseling, crisis intervention, and close collaboration with outside providers. Their needs are complex and require highly individualized support.

The student shows antisocial, discriminatory attitudes, lacks empathy, and engages in chronic aggressive behavior. They have a trauma history, show little emotional awareness, display harmful sexual behaviors, and are socially isolated or aligned with negative peers. Often seen as unlikeable, with poor prosocial skills.

Attendance



Student Attendance Protocol, 25-26 SY

Student absent from school.

Executive Assistant records absence in Jupiter. Emails home school district.

Student absent three consecutive days.

Executive Assistant records absence in Jupiter. Emails home school district.

Executive Assistant emails HFSL Principal. Principal calls student's family

(without written excuse)

TRUANCY LEVEL 1

Student absent six consecutive days.

Executive Assistant records absence in Jupiter. Emails home school district.

Executive Assistant emails HFSL Principal. Principal calls student's family. Principal also issues Truancy Level 2 letter.

Principal (or their proxy) schedules a Student Attendance Improvement Plan (SAIP) if student does not attend the next school day. Send SAIP to district.

(without written excuse)

TRUANCY LEVEL 2

(without written excuse)

TRUANCY LEVEL 3

Student absent 10 consecutive days.

Executive Assistant records absence in Jupiter. Emails home school district.

Executive Assistant emails HFSL Principal. Principal calls student's family. Principal also issues Truancy Level 3 letter.

Principal (or their proxy) reviews Student Attendance Improvement Plan (SAIP) with family.

Principal (or their proxy) schedules meeting with home district to review range of support available to student at HFSL.

Why HFSL?



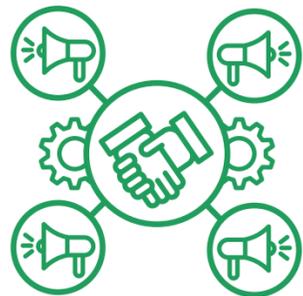
Purpose-driven.

Every student is met where they are, and supported with intention.



Whole-child focus.

Blend academic, therapeutic, and behavioral support into a personalized journey.



Family and district partnership.

Our model strengthens not just the student, but the ecosystem around them.



Success beyond the classroom.

From self-regulation to graduation, we prepare students for lifelong growth.



Together, we don't
just teach students.

**We help them believe
in what's next.**

