

Northern Cambria SD

**District Level Plan**

07/01/2019 - 06/30/2022

# District Profile

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## Demographics

601 Joseph St  
Northern Cambria, PA 15714  
(814)948-5481  
Superintendent: Robert Rocco  
Director of Special Education: Robert Truscillo

## Planning Process

**The following process will be used to develop our plan:**

1. Allow student data to be a guiding element for our plan development
2. Administrative Team meetings on a monthly basis to determine district/building level needs.
3. Review existing plan to determine areas to be modified or that are completed
4. Resource help from other agencies: PDE, IU08, and Other Schools and Agencies
5. Survey information
6. Research and evidence based data
7. Teacher/staff input
8. Informal and formal discussions
9. Policy update and development

## Mission Statement

The Northern Cambria School District seeks to provide a premier educational environment in which all students are engaged and responsible for authentic learning. All levels of the educational communities are committed and support student achievement and opportunities.

## Vision Statement

- Provide an engaging learning environment for all students.
- Provide staff development and training for all staff that is aligned with research and best practices.
- Establish an accountability system throughout the district based upon student data.
- Involve parents, the community, and other stakeholders in the educational process.
- Enable students to create a post-secondary plan and provide them with the skills needed to be successful to carry out their plan in a post-secondary environment
- Develop a system that supports the foundational skills children need to acquire in early childhood (K-4)
- Develop an educational focus on the whole child.
- Create a structure that is focused on developmentally appropriate practices.
- Set a standard that every leader is a learner and every learner is a leader.
- Develop the mindset that we are all learners.

## Shared Values

### The Northern Cambria School District Values

- Students
- Diversity
- Collaboration
- Small class settings
- Safe, caring, and nurturing environment
- A balance of traditional and 21st century learning skills
- A commitment to maximizing student potential
- Continued professional development and shared district responsibilities
- Community contributions, past and present
- Developmentally appropriate learning opportunities and experiences

- Honesty, integrity and personal accountability
- Technology as educational tool to enhance learning
- The importance of quality classroom instruction
- Ability to analyze, reflect, and adjust in order to improve the instructional system

Our mission is to create an educational environment that is safe (mental, emotional, intellectual and physical), and provides students opportunities to develop to their maximum potential.

The Northern Cambria School District has the core values of:

- Safety
- Student Development
- Communication

Holistic Instructional Targets

- 21st Century Skills

Students will be able to be:

- Problem Solvers
- Collaborators
- Innovators
- Communicators

## Educational Community

The Northern Cambria School District encompasses a 63 square miles in a rural setting in western PA, with approximately 45% of students receiving free and reduced lunch subsidies over 45%. Currently, unemployment is above the state and national average. In addition, the community includes an elderly population with a higher than average number of retirees. There are no large metropolitan areas or large businesses in the region.

The district facilities are made up of two buildings. The elementary/middle school building houses approximately 800 students in grades Pre-K-8 and the high school (9-12) has approximately 375 students with a total population for the district of almost 1200. Approximately 15% of our students

receive special education services. There has been a decline in enrollment over the past several years, and we anticipate this trend will continue.

High school students are provided an opportunity for a technical education at the Admiral Peary Vo-Tech. In addition, students have the opportunity to take advantage of dual enrollment and Advanced Placement courses in traditional and online settings. Technology is a priority throughout the district and we are committed to a seamless integration of technology throughout the learning process. The Northern Cambria School District will continually seek to make and enhance 21st century educational opportunities available to our students.

The district continues to balance financial commitments and funding with educational offerings and staffing that support student achievement.

## Planning Committee

Name	Role
Alan DuBreucq	Administrator : Professional Education Special Education
Thomas Rocco	Administrator : Professional Education
Robert Rocco	Administrator : Professional Education Special Education Schoolwide Plan
Joy Tibbott	Administrator : Professional Education
Dennis Goodlin	Business Representative : Professional Education
Bob Koban	Business Representative : Professional Education
Charlie Shingle	Business Representative : Professional Education
Susan Britton	Community Representative : Professional Education
Ed Link	Community Representative : Professional Education
Cindy Ludwig	Ed Specialist - Home and School Visitor : Professional Education
Jennifer Harvey	Ed Specialist - Nutrition Service Specialist : Professional Education
Karalyn Arotin	Ed Specialist - Other : Professional Education
Jennifer Westrick	Ed Specialist - Other : Professional Education Special Education

Kevin Strauch	Ed Specialist - School Counselor : Professional Education
Brenna Nichol	Ed Specialist - School Counselor : Professional Education
Dan Previte	Ed Specialist - School Counselor : Professional Education
Courtney Tenerowicz	Ed Specialist - School Counselor : Professional Education
Diane McMullen	Ed Specialist - School Nurse : Professional Education
April Morelli	Ed Specialist - School Psychologist : Professional Education Special Education
Karoline Hicks	Ed Specialist - Social Restoration : Professional Education
Toni Abel	Elementary School Teacher - Regular Education : Professional Education
Lance Jones	Elementary School Teacher - Regular Education : Professional Education
Michele Paronish	Elementary School Teacher - Regular Education : Professional Education
Tracey Ruddock	Elementary School Teacher - Regular Education : Professional Education Special Education
Jessica Taranto	Elementary School Teacher - Special Education : Professional Education
Coleen Koenigsberg	High School Teacher - Regular Education : Professional Education
Tina Lombardo	High School Teacher - Regular Education : Professional Education
Joe Chunko	High School Teacher - Special Education : Professional Education Special Education
Shawn Nelson	Middle School Teacher - Regular Education : Professional Education Special Education
Amy Clark	Middle School Teacher - Special Education : Professional Education Special Education
Julie Formeck	Parent : Professional Education
Sue Shook	Parent : Professional Education
Bob Truscello	Special Education Director/Specialist : Professional Education Special Education

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

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

In the non-existent notices there are no curriculum offerings at the primary level. At the primary level the district will implement a interpersonal skills initiative in the next three years.

#### Elementary Education-Intermediate Level

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

PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
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	Non Existent	Non Existent
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

The Northern Cambria School District does not subscribe to the American School Counselor Association for Students and does not plan to do so.

### Middle Level

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



School Climate	Non Existent	Non Existent
World Language	Non Existent	Non Existent

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

The Northern Cambria School District does not subscribe to the American School Counselor Association for Students and does not plan to do so.

The district intends to survey parents, teachers and students concerning school climate.

The district will develop action plans based upon the results of the school climate surveys.

The district does not intend to implement a world language curriculum due to budgetary and personnel constraints.

### High School Level

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

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

The Northern Cambria School District does not subscribe to the American School Counselor Association for Students and does not plan to do so.

### *Adaptations*

#### Elementary Education-Primary Level

*Checked answers*

*None.*

*Unchecked answers*

*None.*

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

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **Middle Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **High School Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

Explanation for any standards checked:

*This narrative is empty.*

## **Curriculum**

### *Planned Instruction*

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

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

Ensure that the common state standards have been implemented at all grade levels. The district currently uses the PSSA and Keystone exams to measure proficiency according to standards. Non-tested areas will develop student learning outcomes for each course and grade level.

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

*This narrative is empty.*

### Elementary Education-Intermediate Level

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

Ensure that the common state standards have been implemented at all grade levels. The district currently uses the PSSA and Keystone exams to measure proficiency according to standards. Non-tested areas will develop student learning outcomes for each course and grade level.

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

*This narrative is empty.*

### Middle Level

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

course, instructional unit or interdisciplinary studies are identified.	
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Processes used to ensure Accomplishment:

Ensure that the common state standards have been implemented at all grade levels. The district currently uses the PSSA and Keystone exams to measure proficiency according to standards. Non-tested areas will develop student learning outcomes for each course and grade level.

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

*This narrative is empty.*

### High School Level

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

Ensure that the common state standards have been implemented at all grade levels. The district currently uses the PSSA and Keystone exams to measure proficiency according to standards. Non-tested areas will develop student learning outcomes for each course and grade level.

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.

The district employs the following instructional techniques to provide modifications and accommodations to provide success for all students:

Co-Teaching

Grouping by skill level

Provide communication devices for students with physical disabilities allowing for physically handicapped students to participate.

Pull out services for students experiencing difficulties

After School Tutoring program for all students

MTSS for grades k-4

District provided Community-Based Instruction (CBI) to permit the generalization of academic and interpersonal skills for complex learners.

## Instruction

### *Instructional Strategies*

#### *Checked Answers*

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations

#### *Unchecked Answers*

- Peer evaluation/coaching
- Instructional Coaching

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Administrators

##### *Unchecked Answers*

- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

The district has implemented the above listed characteristics to ensure standards aligned instruction in order to properly implement the new teacher evaluation format.

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

The district does not utilize peer evaluation and instructional coaching techniques due to a lack of money to hire, train and engage peer coaches at any grade level.

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

If necessary, provide further explanation. (Required explanation if column selected was  
*This narrative is empty.*

**Elementary Education-Intermediate Level**

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

If necessary, provide further explanation. (Required explanation if column selected was  
*This narrative is empty.*

**Middle Level**

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

If necessary, provide further explanation. (Required explanation if column selected was  
*This narrative is empty.*

## High School Level

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

If necessary, provide further explanation. (Required explanation if column selected was *This narrative is empty.*)

## Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

The district employs a rigorous selection system for the hiring of the most talented teachers. The relatively small composition of the district provides that all teachers will impact all students. Teachers must provide proper instruction to all students.

At the elementary level the district examines multiple indicators of achievement for all students. Students found to have difficulties achieving proficiency in specific standards are assigned to the teacher found to be most effective in that particular area.

At the secondary level students who are experiencing difficulty are placed with the specific subject area teacher for that grade level. Staffing limitations translate into the fact that there is one teacher at each grade level for each discipline. Therefore all students have access to all teachers throughout their middle and high school years.

## Assessments

### Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	22.00	22.00	22.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	2.00	2.00	2.00
Music, Art, Family &	0.00	0.00	0.00

Consumer Sciences, Career and Technical Education			
Electives	2.00	2.00	2.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

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

## *Methods and Measures*

### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
There are no summative assessments at the primary level.	X			
The district employs PSSA testing.		X		
The district employs PSSA and Keystone testing where appropriate.			X	
The district employs Keystone testing where appropriate.				X

### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
The district employs the Diagnostic Reading Assessment.	X			
The district uses Study Island assessment of student learning.		X		
The district uses Study Island assessment of student learning.			X	
The district uses Study Island assessment of student learning.				X

### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Teacher developed curriculum based assessments.	X			
Teacher developed curriculum based assessments.		X		
Teacher developed curriculum based assessments.			X	
Teacher developed curriculum based assessments.				X

### **Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
The district utilizes Dibels testing.	X			
The district uses the STAR assessment.		X		
The district uses the STAR assessment.			X	
Classroom Diagnostic Tools are used in mathematics and language arts, Arms Forces Vocational Ability Battery is administered to grade 11, students wishing to attend a vocational technical school is administered the SAGE assessment.				X

### *Validation of Implemented Assessments*

<b>Validation Methods</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review				
Department Supervisor Review				
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

The administration of each building is charged with the responsibility to review teacher developed standards aligned assessments.

### *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.

Does not apply.

### *Collection and Dissemination*

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

PSSA and Keystone scores are collected and analyzed by PDE. The results of these assessments are shared with grade level and subject area teachers at the beginning of the school year. Teachers receive target, relevant assessment data based upon the students taught in the previous year as well as students to be taught in the current year.

At the primary level the district collects data provided by preschool organizations and develop educational plans based upon the needs of our incoming students.

### *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.

The district utilizes targeted intervention time at the K-4 level for students who do not meet proficiency on the standards. Grade levels 5-8 have extended learning time to enable students additional instruction to meet state standards. At the high school level students

who do not meet proficiency on the standards receive additional instructional support targeted to the specific identified deficiency.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>E EI</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.

The above stated practices are included in the professional expectations for all teachers. Teachers are provided the professional development time and assessment data expertise to properly design instruction to meet the needs of a varied student body.

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>E EI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides				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				
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 district procedures to incorporate the above noted procedures have been in place for many years and have been found to be effective.

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

The district does not believe that there is a need for a school level newsletter for parents. The district website and other media ensure that parents are well informed about all summative assessments.

## 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 district will complete the following initiatives to improve student achievement:

Align curriculum to the Common State Standards

Writing across curriculum at elementary schools

Learning support students will experience a new form of progress monitoring

HS - implement remediation courses for biology and algebra

Continue programs that have been proven successful: Such as

Employ data team approach

Child Find

### *Programs, Strategies and Actions*

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs		X	X	X
Safety and Violence Prevention Curricula	X	X	X	X

Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

*This narrative is empty.*

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

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

The district employs the following strategies to identify gifted students

- Teacher Referrals
- Parent Referrals
- Data Analysis
- MTSS
- Website
- Student Handbook

**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 district website contains a link for *Guide to Gifted Education* that explains to parents the process for those who may feel their child is gifted.

There are also additional resources located on the gifted teacher's webpage.

All students in grades K, 1, 2, and 3 are universally screened for giftedness.

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

The district uses the following evaluations:

- Dibels
- DRA,
- Classroom Grades
- PSSA (grades 4 and up)
- Keystone scores (middle/high school)
- InView CSI (middle school)

If a student is found to potentially exceptional, additional testing is carried out by guidance. The district uses K-BIT as an indicator of giftedness. Along with this, teacher reference and classroom grades are further explored.

Any student scoring 118 and above on the K-BIT...the student is referred to the school psychologist who issues parent permission to evaluate.

**Describe the gifted programs\* being offered that provide opportunities for acceleration, enrichment or both. \*The word "programs" refers to the continuum of services, not one particular option.**

Once students are identified, the follow programs are offered to gifted students

- Enrichment
- Acceleration
- Additional Job Shadowing at the senior high level.
- Career Exploration
- Extended learning opportunities via College in the High School
- PLATO Learning enrichment courses.
- Dual Enrollment
- AP Courses

### *Developmental Services*

Developmental Services	EEP	EI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness			X	X

Career Development/Planning			X	X
Coaching/Mentoring				
Compliance with Health Requirements–i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

Career planning begins at the middle school level as this is not appropriate at the elementary level.

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

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education			X	X



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

Explanation of consultation and coordination services:

Alternative education at the elementary level is not utilized within the district. RTII is utilized to assist with student academic and behavioral concerns and provide help as necessary. Outside agencies are available if a need arises.

### *Communication of Educational Opportunities*

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

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>E EI</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**

- Quarterly

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

- Quarterly

#### **Middle Level**

- Quarterly

#### **High School Level**

- Quarterly

### *Collaboration for Interventions*

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

Student Assistant Programs are utilized at all buildings regarding interventions for students with behavioral and academic needs. SAP teams meet weekly with a community representative to discuss student concerns and address the needs. A representative from the SAP team makes contact with the parent/guardian. Teachers are asked for feedback related to the child. MH and D&A evaluations are completed with parent permission and recommendations are made.

### *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

Two outside agencies provide after school programming and tutoring at the elementary and middle school levels.

#### *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.

"Narrative" Within the geographic boundaries there are three pre-k day care centers that are run by agencies.

##### Item One

1. Meetings
2. Phone and email correspondents
3. Shared grant opportunities
4. Coordination of transition services (community/program based) for students with disabilities

"Narrative"

##### Item Two

1. Coordination with the state director on an ongoing basis
2. Title 1 guideline for compliance
3. Parent involvement opportunities

"Narrative"

##### Item Three

1. Meet with staff
2. Share records between daycare agencies
3. Testing to determine educational background.

14 Morning 13 Afternoon

## Materials and Resources

### *Description of Materials and Resources*

#### Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

*This narrative is empty.*

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

*This narrative is empty.*

#### Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

*This narrative is empty.*

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

*This narrative is empty.*

#### Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level	Accomplished

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

Provide explanation for processes used to ensure Accomplishment.

*This narrative is empty.*

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

*This narrative is empty.*

### High School Level

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

Provide explanation for processes used to ensure Accomplishment.

*This narrative is empty.*

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

*This narrative is empty.*

### *SAS Incorporation*

#### Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered

PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

*This narrative is empty.*

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

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

*This narrative is empty.*

### Middle Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected "

*This narrative is empty.*

### High School Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered

History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected "

*This narrative is empty.*

### *Early Warning System*

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

*Not answered*

## Professional Education

### *Characteristics*

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

District's Professional Education Characteristics	EEP	E EI	ML	HS
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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.

How do you make sure that this is reviewed every year?

Annual report is completed each year.

Scheduling and review of assessment pieces play a role.

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 plans to conduct the required training on approximately: 8/21/2018 Deadline for completion by all staff is 10/8/2018

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.

<b>Questions</b>
The LEA has conducted the training on: 11/10/2016 Not sure of exact day in November (in-service)

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:
11/10/2016 Not sure of the exact date of the November in-service.

### *Strategies Ensuring Fidelity*

#### *Checked answers*

- 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.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

#### *Unchecked 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.
- 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.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

4x/year professional development on pre-scheduled 2 hour delay

Survey to the administration/teachers/staff

Annual review of the curriculum and data to evaluate needs of the district

Evaluation and immediate feedback from evaluations to enhance teaching practices.

Identification and teaching of gifted

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

Curriculum writing based on state standards  
 Use of data to drive professional development and instruction  
 Develop a plan to look at how 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 school district works in conjunction with the local Intermediate Unit regarding induction. All NEW Non-tenured teachers will have a mentor teacher assigned to them along with assistance of the Intermediate Unit 08 program. The teacher must attend all IU08 induction classes and prove competent in the task assigned. District monitors the teacher by conducting observations of the educational framework as outlined by Danielson's teaching framework. The successful non-tenure teacher will be recommended for tenure status after 6 continuous satisfactory observations. The administrative office maintains a database for necessary timelines and requirements for tracking purposes. The accountability remains with employee.

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.
- Knowledge of successful research-based instructional models.

#### *Unchecked answers*

- Submission of inductee portfolio.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

The district will use various data collecting to have collegial conversations and develop action planning and educational enrichment to new teachers as they progress in education.

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

The district will not require a portfolio at this time.

### *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 district will provide expectations to the mentor to be established with the new inductee.

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

All selected.

*Induction Program Timeline*

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

If necessary, provide further explanation.

*This narrative is empty.*

### *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

Follow the intermediate unit (IU08) program checklist.

### *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.

#### *Unchecked answers*

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

## Special Education

### *Special Education Students*

Total students identified: **151**

### *Identification Method*

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

The Northern Cambria School District currently utilizes the ability-achievement discrepancy model to identify students with specific learning disabilities. A student can be referred for a multi-disciplinary evaluation (MDE) by teachers and/or parents. At the school level, data is collected through the Early Intervening / pre-referral process to determine if additional assessments are needed. Data is reviewed after interventions are provided through the Early Intervening program, Title I program, and general education classroom setting. The district utilizes a Multi-Tier System of Supports (MTSS) in grades k-4. This research-based framework is structured to address areas of need based upon DIBELS (Dynamic Indicators of Basic Early Learning Skills) results. This assessment, and its inherent progress monitoring, serve to address areas of deficit at young ages. This often negates the need for specially designed instruction. Students whose performance and rate of progress are below what is expected for their grade

level, based on this and other data, are referred for a multi-disciplinary evaluation to determine if a specific learning disability exists.

During the MDE process, the school psychologist examines the referral question and obtains data from existing teachers, parent/guardian, and related service providers when appropriate to determine the child's current academic achievement in the following areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, mathematics problem solving. The assessment process typically includes tests of intellectual ability and academic achievement. The evaluation considers whether the child does not achieve adequately for the child's age or meet State-approved grade-level standards in one or more of the aforementioned areas.

This process examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability. The evaluation determines if a severe discrepancy between intellectual ability and achievement exists by the administration of a battery of individual standardized intellectual and achievement tests. Appropriate assessments are carefully selected, based upon the referral question and the student's presenting weaknesses. Other data sources are also considered, including universal screening measures, curriculum-based assessments, benchmark assessments, classroom performance, report card grades, PSSA/Keystone assessment results, and progress monitoring reports.

The evaluation also considers the use of appropriate learning experiences and scientifically based instruction, as well as other factors to consider as part of the state guidelines, including vision/hearing, mental retardation, emotional disturbance, cultural factors, environmental or economic disadvantage, and limited English proficiency. The goal of the MDE evaluation is to gather and examine all relevant functional, developmental, and academic information, including information provided by the parents, to determine whether a specific learning disability exists and to determine the educational needs of each child.

### *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>

Enrollment differences are identified through review of data provided in 2016-2017 Special Education Data Report.

A review of the data reveals that the Northern Cambria School District enrollment status is not significantly disproportionate.

Intellectual Disability NCS 8.6% compared to 6.5% state average. Specific Learning Disability NCS 43% compared to 41.8% state average. This data portrays the unique needs of our current student population. Please note that the district's percentage of students in the former category has decreased by 2.8% and that in the latter has decreased by 9.3%. Often identified students move in to the Northern Cambria School District increasing disproportion in our numbers. When students enter the district our special education team reviews all documentation ensuring proper services. The district's goal is to bring disproportion into alignment by carefully following procedures and considering all options (eg. Early Intervening services, 504 service agreements) before identification. All other disability categories are commensurate with state percentages.

### *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 Northern Cambria School District strives to ensure that nonresident students residing within the district have access to the same educational programs and services provided to other district students. The district maintains communication and professional relationships with service providers who house nonresident students within our district. Currently Superior Human Services, Inc. and Quality Life Services, Inc. house such students in the Northern Cambria School District.

When a school age student takes up residency in a housing facility in the Northern Cambria school district the facility conducts a student interview and completes a complete record review. If the student is found eligible for school services, the facility notifies the district. The district requests educational records from the student's most recent district of residence and a scholastic record is established, including a plan addressing the credits required for graduation.

If records indicate that the student is identified as a student with a disability, under Pennsylvania Chapter 14: Special Education Services and Programs, the district provides a



Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) in accordance with state regulations. The Northern Cambria School District educates the student in its public schools unless through the IEP process the district and parent determine that an alternative educational setting will more appropriately address the student's educational needs. The NCS D will provide the student with FAPE and any needed special education or educational services necessary in accordance with 22 PA Code Chapter 14 and IDEA or with 22 PA Code Chapter 15 and 504 of the Rehabilitation Act.

If the student is not identified as a student with a disability, a screening process, as required under Child Find may be conducted. Should the screening indicate that the student is potentially a student with a disability, the district initiates an evaluation in accordance with Chapter 14. If the student is identified as a student with a disability, the subsequent procedures are followed as per current Pennsylvania regulations.

To date the Northern Cambria School District has not experienced problems or barriers to meet obligations under Section 1306 of the Public School Code.

### *Incarcerated Students Oversight*

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

The Northern Cambria School District is not a host district for incarcerated youth. There are no correctional facilities within our school district. Should an individual under 21 years of age become incarcerated in the county jail a designee of the facility conducts an interview to ascertain the inmate's name, date of birth, last school attended, last grade attended and dates, name of facility of previous incarcerations, special education programs provided while attending the last known school, and if applicable date of high school diploma or GED. If the student is found eligible for school services, the jail notifies the host district, in writing. The host district requests educational records from the student's most recent district of residence and a scholastic record is established, including a plan addressing the credits required for graduation.

If records indicate that the student is identified as a student with a disability, under Pennsylvania Chapter 14: Special Education Services and Programs, the district provides a Free Appropriate Public Education (FAPE) in accordance with state regulations. Appropriately certified teachers from the Intermediate Unit 08 are assigned to deliver instruction within the correctional facility. The teachers utilize formal lesson plans and curriculum. The student's progress is monitored and reported on a nine-week basis.

If the student is not identified as a student with a disability, a screening process, as required under Child Find is conducted by the Intermediate Unit. Should the screening indicate that the student is potentially a student with a disability, an evaluation is initiated in accordance with Chapter 14. If the student is identified as a student with a disability, the subsequent procedures are followed as per current Pennsylvania regulations. The county jail notifies the school district when the student is no longer incarcerated.

The Northern Cambria School District is well prepared to ensure an incarcerated district student receives FAPE along with applicable special education services. Contact with prisons and juvenile facilities is maintained.

### *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.

Northern Cambria recognizes the regular education environment as the preferred environment for all students. Students with disabilities are integrated with regular education students to the maximum extent possible. All services are determined by the Individual Education Plan team. After determining what services are appropriate for the student's needs, consideration is given to where the services should be provided. Removal from the regular education setting only occurs when the students are not able to achieve goals with supplementary aids and services provided in the regular education classroom. The Northern Cambria School District utilizes a differentiated instructional model recognizing each student's distinctive individual strengths and needs.

The Northern Cambria School District is very dedicated to inclusive practices. All use of supplementary aids and services must be exhausted before a student begins receiving services in a more restricted environment. NCS D has provided professional development for teachers and para-professionals in grades kindergarten through grade 12 in the areas of inclusive practices, co-teaching, differentiated instruction, non-violent crisis intervention,

school-wide positive behavioral support, transition services and autism. Para-educators have also received additional professional development on self-esteem, behavioral de-escalation and the impact of concussions and other brain injuries on learning during the 2017-2018 school year. Northern Cambria also provides teachers' time for data analysis to ensure meaningful differentiated instruction and supports for all students including our students with disabilities educated in co-taught classrooms.

The Northern Cambria School District continues to grow and strengthen its programming. NCSD students now have access to a supplemental learning support classroom at the elementary, middle and high school levels. These classrooms help provide a full continuum of services to Northern Cambria students with disabilities needing more intensive service options. Community Based Instruction (CBI) is provided by district staff. This activity includes students with complex needs and is offered twice each month. Classroom instruction is generalized to a number of local community facilities. The continuum of support and services continues by utilizing Intermediate Unit classrooms and outside placements as students' needs dictate.

Educational environment data, Indicator 5 SPP target, is derived from student IEPs. The following information is identified through review of data provided from the 2016-2017 Special Education Data Report. The percentage of students with IEP's aged 6-21 who are inside the regular classroom 80% or more of their day in the Northern Cambria School District is 70%. The SPP target to meet compliance is 62.4%. This number supports Northern Cambria's dedication to the inclusion of students with disabilities in the regular education classroom. The district percentage includes students that are educated outside of the district due to complex learning and mental health needs. This includes MDS, LSS, partial hospitalization and "Bridge" programs. During the 2017-2018 school year the district has transitioned students back to NC from such placements. The district is proud to offer increased access of all students to the general education curriculum. In an effort to support with mental health needs due to factors such as trauma, depression, anxiety, grief, etc. the NCSD is working toward the provision of school-based mental health therapy by partnering with The Community Guidance Center of Indiana County.

The percentage of students inside the regular classroom less than 40% of the day in the Northern Cambria School District is 9%. The SPP target to meet compliance is 8.0%. The district will review Penn Data to ensure the LRE calculations are correct for each NCSD student. The IEP team ensures consideration for programming in the LRE before all other settings.

The number of students served in separate schools, residential facilities, or homebound/hospital settings in the Northern Cambria School District is 4.9%. The SPP target is 3.3%. The district is dedicated to student placement in the Least Restrictive Environment and exhausts all other options before removing a student from the regular education classroom or the district. Many of the students in this category are court

or agency placed. In these cases the district ensures FAPE through the outside agency. District and agency communication remains open and is frequent to ensure the student FAPE. The district has no students with disabilities educated via either homebound or instruction in the home.

Supplementary aids and services means aids, services and other supports that are provided in general education classes, other education related settings and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate. The following are examples of supplementary aids and services used in the Northern Cambria School District that must be exhausted before a student begins receiving services in a more restricted environment.

#### **Collaborative -**

Adults working together to support students. Examples used in the NCSD include: Scheduled time for coplanning and team meetings, Instructional arrangements that support collaboration (e.g. coteaching, paraprofessional support), professional development related to collaboration and collaboration with area agencies to facilitate Community Based Instruction. The district has a positive and active relationship with the Office of Vocational Rehabilitation to support positive transition of students with disabilities. The district utilizes staff from IU8 to assist in supporting students and their families. Examples include, but are not limited to the school social worker and psychologist. The NCSD provides a full array of related services which include occupational and physical therapy and other services as needed. Behavioral health providers are active in the school district to help complete our circle of support.

#### **Instructional -**

Development and delivery of instruction that addresses diverse learning needs. Examples used in the NCSD include: Providing modified curricular goals, providing alternate ways for students to demonstrate learning, providing test modification, changing method of presentation, providing research based supplementary materials, providing instructional adaptations (e.g., preteaching, repeating directions, extra examples and non examples).

#### **Physical -**

Adaptations and modifications to the physical environment. Examples used in the NCSD include: Furniture arrangement in environments, specific seating arrangements, individualized desks, wheelchair accessibility and the provision of an updated sensory room to support the needs of complex learners.

#### **Social-Behavioral -**

Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior. Examples used in the NCSD include: Social skills instruction, counseling supports, peer supports, individualized behavior support plans, modification of rules and

expectations, cooperative learning strategies.

### *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.

Behavioral needs are addressed by district administrators and instructional staff according to IEP and positive behavior support plans (PBSP). Students participate with non-disabled peers to the maximum extent possible within the regular education setting. When appropriate and determined by the IEP team, students are supported behaviorally through itinerant emotional support, counseling by the guidance counselor, and/or school psychologist, autistic support teacher and school social worker. The district also houses a satellite office for an outside agency (Community Guidance Center of Indiana) which provides school-based therapy. This agency partnership helps bring needed behavioral supports to district students who often had difficulty accessing or maintaining therapeutic supports. The district has also established the provision of small group and individual psychological counseling through early intervening practices, as part of individual behavior support plans and through individual education programs. School staff are also equipped to provide appropriate outside counseling related contact information to parents and students when requested. The Director of Special Education serves as an liaison with these agencies.

The Northern Cambria School District Policy 113.1 Discipline of Students with Disabilities states that when necessary, behavior support programs shall be developed and maintained for students with disabilities in order to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors. The Northern Cambria School District Policy 113.2 Behavior Support specifies the use of positive behavior support. The policy is designed to enable students with special needs who need behavioral supports to benefit from a Free Appropriate Public Education within the Least Restrictive Environment. The policy states that students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations. The Special Considerations section of students IEPs serve as catalysts to initiate behavioral supports.

The districts behavior support programs shall be based 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. The NCSD elementary school and middle school teachers and administrators were trained in the use of school wide positive behavior support and non-violent crisis intervention. All district para-educators receive specific training on behavioral de-escalation strategies.

To establish a baseline of disciplinary referrals of students with disabilities, data was obtained from the elementary, middle and high school student data management system. Data was collected for the 2016-2017 to determine rates of office referrals for disciplinary infractions involving students with disabilities. Data was also collected to determine suspension resulting from those disciplinary referrals involving students with disabilities.

Grade Level	Total referrals regular and special education	% of Students with IEPs Referred for Discipline	% of Students with IEPs Suspended due to Discipline Referral
K-4	50	68%	3%
5-8	193	41%	Less than 1%
9-12	1139	27%	Less than 0.5%

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The district has not had difficulty providing supports and services needed to ensure FAPE for all students. The NCS D has many professional relationships with outside agencies and facilities to support our students and families. The district utilizes supports of private agencies, the local Intermediate Unit and cross-county agency professionals and facilities to ensure nonresident or foster children receive the supports they need to be successful. Representatives from these agencies are consulted, communication stays open and all parties participate in IEP meetings ensuring a meaningful educational program for the students.

Child and Adolescent Service System Program (CASSP) meetings are also arranged to discuss coordination of services if needed. CASSP teams can consist of parents/guardians, district representatives, advocates, IU08 representatives, the local task force, Behavioral Health/Intellectual Disabilities (BH/ID), mental health service providers, juvenile probation, foster agencies, and Children and Youth Services. A CASSP meeting addresses how best to meet the complicated needs of these students. The district has welcomed the assistance of agencies to provide assistance to students and their families. The CASSP coordinator facilitates placements for partial hospitalization and residential treatment facilities. Most other placements are provided by the school district or the Intermediate Unit. Collaboration with educational and mental health agencies help ensure FAPE for all students residing in the Northern Cambria School District.

Students most often educated outside the Northern Cambria School District are those students requiring full-time emotional or autistic support and student's needing multi-disability services. These students are only placed outside the district if it is felt by the IEP team that such a placement is most beneficial to the child. The district utilizes the Intermediate Unit 08 for multiple disability support (MDS) in a neighboring school district and several outside programs for full-time emotional and autistic support.

### *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.

Northern Cambria's special education program is maintained by an outstanding group of highly qualified teachers and support staff working cohesively to ensure student progress. Our Early Intervening program paired with the use of a response to intervention model provides research based instructional supports to students beginning as early as kindergarten. These programs have enabled referral of students for special education services at a younger age. Research based intervention through EI has proven beneficial for our struggling regular education students as well as our special education students. We utilize many forms of student assessment and progress monitoring tools to maintain current data on student progress. Northern Cambria's progress monitoring assessment devices K-12 include Woodcock Johnson Diagnostic Reading Battery and

KeyMath Assessment. Read Naturally is used as a progress monitoring tool in grades K-12. Grades K-4 utilize DIBELS Next, Developmental Reading Assessment, and STAR assessments. Study Island, Plato, Imagination Station and PSSA/Keystone Prep booklets are used to increase performance scores and track progress for PSSA and Keystone exams. As noted earlier the Multi-Tier System of Supports is used at the elementary level.

If assessment data indicates little student growth, we examine our teaching tools and techniques. All teachers have been trained in differentiated instruction, co-teaching, and inclusive practices bringing the regular and special education teacher together to solve problems and meet the changing needs of all learners. The teachers can benefit from the Pennsylvania Department of Education Standards Aligned System (SAS), which is a collaborative product of research and good practice that contains a Teacher's Toolkit for providing support to students. Such strategies can help identify barriers to accessing material and help implement strategies to overcome educational roadblocks. Our textbooks, materials and technology are monitored and updated frequently. We most recently added iPad technology to our special education programs. Our special education curriculum consists of a formal reading program in grades 9-12. The reading program utilizes a Corrective Reading Program focusing on student fluency and comprehension. The district also offers a supportive class period for students K-12 from one to five periods a week depending on need. Learning support teachers maximize this time to increase reading, writing and math skills, progress monitor and support students' general class work assignments. All middle students with IEPs have access to a support period as the last period of the school day. This supports their work in general education classes and, in most cases, reduces the level of home work.

Teacher collaboration is heightened through strategic scheduling practices and co-planning time. Students with disabilities are educated in co-taught classrooms taught by a highly qualified regular education teacher and a special education teacher. Collaborative professional co-teaching relationships have been forged over the past six years. The NCSD also uses para-professionals who receive a minimum of 20 hours of training each year. There are also several one-on-one paraprofessionals working with students having significant needs. Para-professionals assist regular and special education teachers in educating students with disabilities. The district has a full continuum of services. The district ensures that when a student is eligible and in need of formal supports through special education, the continuum of services planned and implemented assures all students with disabilities have access to the general education curriculum and an education alongside non-disabled peers. IEP teams first consider services and supports in the general education curriculum in the regular education environment with specially designed instruction delivered by the general education teacher. The next level of support is specially designed supplemental instruction provided in the regular education environment using the general education curriculum with the special education teacher providing the support to the student. The Northern Cambria School District finds its largest population of students with IEP's falling into this category. This involves a regular education and special



education teacher working together in the classroom. The structure may involve the teachers co-teaching, conducting small groups within the class, adjusting learning environments, curriculum and/or instructional and assessment techniques to meet the student's individual needs. Student to teacher ratios are kept low in co-taught classrooms. This allows for smaller groups and more individualized instruction. The district maintains a supplemental learning support class at the elementary, middle and high school for students requiring specialized instruction in a self-contained setting. Lastly, the district provides special education in a specialized school or approved private program to students needing highly individualized instruction and intervention, intensive behavior management and adult supervision that can best be accomplished in a self-contained/therapeutic setting outside of a traditional school setting.

Necessary related services are provided by quality providers and are readily available. The district maintains a contracted school psychologist, four full-time guidance counselors and two full-time nurses. An emotional support teacher, autistic support teacher, 11 certified learning support teachers and two reading specialists are on site full-time. One speech and language teacher utilizing both push-in and pull-out services is maintained by the district. Other related services such as social work, vision support, physical and occupational therapy are contracted with outside agencies to meet the needs of all students. The Northern Cambria School District has a full-time Director of Special Education. This allows for continuity from year to year and provides parents with a stable contact in the district. Parent communication is a focus in the Northern Cambria School District. We keep our parents informed and updated on student progress. A positive rapport with parents has proven beneficial for both the students and the district. Prior to the beginning of the 2017-2018 school year a number of parents requested and participated in meetings with the Director of Special Education in order to address specific issues. As in many districts, situations related to bullying were discussed. As a result, the Public Information Officer/Public Services Officer from Troop A of the Pennsylvania State Police provided training on harassment for students and staff at the elementary, middle and high school levels.

Due to the resignation of the speech and language clinician shortly before the beginning of the 2017-2018 school year and the inability of the NCSD to hire a qualified candidate until several weeks into the that year, the NCSD reached out to a neighboring IU to contract a clinician to provide compensatory services in conjunction with the then hired district clinician. This situation was communicated to all parents early in the process. Within 30 school days all sessions and minutes of support were provided.

Opportunities are provided for our older students to participate in work programs. There is an established relationship with the Association for the Blind and Physically Handicapped whereby appropriate students can participate in a work program that also provides high school credits. The organization accommodates primarily students with significant disabilities. Students can participate up to five days a week for half of their school day and be paid for their services. Northern Cambria high school students can also attend Admiral

Peary Vocational Technical School for half of their school day to receive high school credits. Transition services are provided to students age 14 and older. The district continuously trains a learning support teacher in the district to coordinate transition services for the students educated in the district. The NCSD also utilizes the local Intermediate Unit for transition services provided to any student educated outside the district. As noted earlier, the district provides a community based instruction (CBI) program provides NCSD students opportunities for educational experiences in the community if they have a need in the area of socialization, community interaction and independent living skills. As noted earlier, the district partners with The Community Guidance Center (CGC) of Indiana County by housing satellite offices in the elementary-middle school and the high school. CGC provides school-based therapy services to students with emotional difficulties.

# 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

Facility Name	Facility Type	Services Provided By	Student Count
Lifestyles Support Services	Nonresident	Northern Cambria School District and ACRP Hastings, PA	3
Cambria County Prison, Ebensburg, PA	Incarcerated	Appalachia Intermediate Unit 08	0

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Appalachian Youth Services, Ebensburg PA	Other	Emotional Support/Learning Support, Therapeutic	3
Northwest Human Services (NHS) Autism School, Altoona PA	Other	Therapeutic, Autistic Support and Emotional Support	4
Alpha Partial Program, Indiana PA	Other	Therapeutic and Emotional Support	2
Forest Hills School District	Neighboring School Districts	Full-Time Life Skills Support	2
Cambria Heights School District, Patton PA	Neighboring School Districts	Multi Disabilities Support	2
BRIDGE Program/IU8, Ebensburg PA	Other	Life Skills Support Program and Community Instruction	2

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 21, 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	10	0.5

Justification: Students are grouped according to age range so that only those students within a three year range are being educated in the classroom during that time frame.				
Locations:				
Northern Cambria School District (JB)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 14	5	0.25
Justification: Students are grouped according to age range so that only those within a three year range are being educated together.				
Locations:				
Northern Cambria School District (JB)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 13	5	0.25
Locations:				
Northern Cambria School District (JB)	A Middle School Building	A building in which General Education programs are operated		

### Program Position #2 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 21, 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1
Locations:				
Northern Cambria School District (WB)	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #3 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 21, 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	7	0.5
Locations:				

Northern Cambria School District (JT)	An Elementary 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	Learning Support	8 to 10	7	0.5
Locations:				
Northern Cambria School District (JT)	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #4 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 21, 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	8	0.5
Locations:				
Northern Cambria School District (SN)	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 12	10	0.5
Locations:				
Northern Cambria School District (SN)	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #5 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 21, 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	3	0.15
Locations:				
Northern Cambria School District (C.B.)	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%)	Learning Support	10 to 12	2	0.25

but More Than 20%)				
Locations:				
Northern Cambria School District (C.B.)	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%)	Emotional Support	10 to 12	2	0.1
Locations:				
Northern Cambria School District (C.B.)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 12	3	0.15
Locations:				
Northern Cambria School District (CB)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 12	1	0.1
Locations:				
Northern Cambria School District (CB)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	2	0.25
Locations:				
Northern Cambria School District (CB)	A Middle School Building	A building in which General Education programs are operated		

### Program Position #6

*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	12 to 14	8	1
Locations:				
Northern Cambria School District	A Middle School Building	A building in which General Education programs are operated		

### Program Position #7

*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 14	12	1
Locations:				



Northern Cambria School District	A Middle School Building	A building in which General Education programs are operated		
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### Program Position #8 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 21, 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	10	0.5
Locations:				
Northern Cambria School District (MH)	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 18	4	0.25
Locations:				
Northern Cambria School District (MH)	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 18	3	0.25
Locations:				
Northern Cambria School District (MH)	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #9 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 21, 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	16	0.8
Locations:				
Northern Cambria School District (JC)	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%)	Life Skills Support	14 to 18	2	0.1

but More Than 20%)				
Locations:				
Northern Cambria School District (JC)	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	14 to 18	2	0.1
Locations:				
Northern Cambria School District (JC)	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #10 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 24, 2016

*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	15 to 18	8	0.5
Locations:				
Northern Cambria School District	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	6	0.5
Locations:				
Northern Cambria School District	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #11 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 24, 2016

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 8	1	0.1
Locations:				
Northern Cambria School District (AC)	A Middle School Building	A building in which General Education programs are operated		

**Program Position #12 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 24, 2016*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	11 to 14	6	0.2
Locations:				
Northern Cambria School District (AC)	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	5	0.5
Locations:				
Northern Cambria School District (AC)	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 14	2	0.2
Locations:				
Northern Cambria School District (AC)	A Middle 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	Speech and Language Support	5 to 10	43	0.75
Justification: Speech and Language services are provided to students who fall within the 3 year age range.				
Locations:				
Northern Cambria School District	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	10 to 13	17	0.2
Locations:				
Northern Cambria School District	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 16	3	0.05

Locations:				
Northern Cambria School District	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #14 - Proposed Program

*Operator:* Intermediate Unit

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* March 6, 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	Autistic Support	5 to 8	9	0.75
Locations:				
Northern Cambria School District	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 14	3	0.25
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #15 - Proposed Program

*Operator:* Intermediate Unit

##### PROPOSED PROGRAM INFORMATION

*Type:* Class and Position

*Implementation Date:* March 6, 2018

*Justification:* Compliance for proximity to home was marked as inappropriate.

*Explain any unchecked boxes for facilities questions:* Box #1-- no travel is required.

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	16 to 16	1	0.05
Locations:				
Northern Cambria School District	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #16

*Operator:* Intermediate Unit

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 7	1	0.02
Locations:				
Cambria Heights	An Elementary School	A building in which General Education		



### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	11 Hours
Physical Therapy	Outside Contractor	3 Hours
School Social Work	Intermediate Unit	2 Days
Sign Language Interpreter	Intermediate Unit	5 Days
Transition Services	Intermediate Unit	3 Minutes

# 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:**

This question has not been answered.

## District Accomplishments

**Accomplishment #1:**

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Continous growth in state assessment scores.

**Accomplishment #2:**

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Dual enrollment participation: The district has finalized a dual enrollment agreement with two local universities to address dual-enrollment.

**Accomplishment #3:**

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High participation in school activities for all students continues.

**Accomplishment #4:**

---

Graduation rates continue to exceed state minimum requirements of 80% and post-secondary placement rates average 70 - 75%.

## District Concerns

**Concern #1:**

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Limited financial support on the state and federal level with an inability to increase local taxes.

**Concern #2:**

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Declining enrollment as the adult population of the district ages and a corresponding decrease in families of child bearing age.

**Concern #3:**

Adequate staffing to expand course offerings and educational opportunities.

**Concern #4:**

The district lacks procedures to enforce policies concerning attendance

**Concern #5:**

The district must adopt a standards aligned curriculum and assessment system. This system must be tied to the professional expectations of the instructional staff and must be related to the teacher evaluation system.

**Concern #6:**

The School Performance Profile must be adopted as a baseline descriptor of success for individual schools and the district as a whole.

**Concern #7:**

Technology usage by staff and students must be encouraged to expand the breadth and depth of the curriculum and the breadth of student skills necessary for success in a highly technological world.

## 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:**

The district must adopt a standards aligned curriculum and assessment system. This system must be tied to the professional expectations of the instructional staff and must be related to the teacher evaluation system.

**Systemic Challenge #2** (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Aligned Concerns:**

Technology usage by staff and students must be encouraged to expand the breadth and depth of the curriculum and the breadth of student skills necessary for success in a highly technological world.



**Systemic Challenge #3** (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Aligned Concerns:**

The district must adopt a standards aligned curriculum and assessment system. This system must be tied to the professional expectations of the instructional staff and must be related to the teacher evaluation system.

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The School Performance Profile must be adopted as a baseline descriptor of success for individual schools and the district as a whole.

**Systemic Challenge #4** (*Guiding Question #8*) Establish a district system that fully ensures the establishment of a policy that delineates expectations for student attendance, outlines consequences for students who do not comply with the policy and defines expectations for record keeping and monitoring of student attendance by professional staff members.

**Aligned Concerns:**

The district lacks procedures to enforce policies concerning attendance

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The School Performance Profile must be adopted as a baseline descriptor of success for individual schools and the district as a whole.

**Systemic Challenge #5** (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Aligned Concerns:**

Limited financial support on the state and federal level with an inability to increase local taxes.

---

Adequate staffing to expand course offerings and educational opportunities.

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The School Performance Profile must be adopted as a baseline descriptor of success for individual schools and the district as a whole.

---

Technology usage by staff and students must be encouraged to expand the breadth and depth of the curriculum and the breadth of student skills necessary for success in a highly technological world.

**Systemic Challenge #6** (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Aligned Concerns:**

Limited financial support on the state and federal level with an inability to increase local taxes.

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Declining enrollment as the adult population of the district ages and a corresponding decrease in families of child bearing age.

---

Adequate staffing to expand course offerings and educational opportunities.

---

The School Performance Profile must be adopted as a baseline descriptor of success for individual schools and the district as a whole.

**Systemic Challenge #7** (*Guiding Question #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

**Aligned Concerns:**

Limited financial support on the state and federal level with an inability to increase local taxes.

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Adequate staffing to expand course offerings and educational opportunities.

---

The district must adopt a standards aligned curriculum and assessment system. This system must be tied to the professional expectations of the instructional staff and must be related to the teacher evaluation system.

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Technology usage by staff and students must be encouraged to expand the breadth and depth of the curriculum and the breadth of student skills necessary for success in a highly technological world.

**Systemic Challenge #8** (*Guiding Question #6*) Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

**Aligned Concerns:**

The School Performance Profile must be adopted as a baseline descriptor of success for individual schools and the district as a whole.

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Technology usage by staff and students must be encouraged to expand the breadth and depth of the curriculum and the breadth of student skills necessary for success in a highly technological world.

**Systemic Challenge #9** (*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:**

The School Performance Profile must be adopted as a baseline descriptor of success for individual schools and the district as a whole.

# 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 staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

### Indicators of Effectiveness:

Type: Annual

Data Source: Standards aligned curriculum documents that verify that the core units of each subject area

Specific Targets: 1) Score improvement in state PSSA assessments as well as Keystone exams

2) Improvement to local assessments both formative (quarterly) and summative (year end grades)

### *Strategies:*

#### *Curriculum Mapping*

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

**SAS Alignment:** Curriculum Framework

***Implementation Steps:******Increasing student achievement on a wide range of standards aligned summative assessments*****Description:**

It is the districts mission to utilize formative assessments to modify instruction and assessment practices to fully expose students to eligible content and assessment anchors. This practice will be on going and ever changing in an effort to meet the needs of the students the individual level.

**Start Date:** 1/9/2015      **End Date:** 9/29/2017

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

**Supported Strategies:**

- Curriculum Mapping

***Providing authentic learning opportunities for all students*****Description:**

Teachers will develop instructional units that will provide real world learning opportunities and the use of 21st Century Learning Skills. Teachers will be open to student input in the development of these instructional units.

**Start Date:** 7/1/2018      **End Date:** 6/30/2021

**Program Area(s):** Professional Education, Teacher Induction, Gifted Education, Educational Technology

**Supported Strategies:**

- Curriculum Mapping

**Goal #2:** Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Related Challenges:**

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Teacher observations

Specific Targets: "Best Practices" will be observed as a segment of the annual teacher observation system

Type: Annual

Data Source: Differentiated Supervision Model

Specific Targets: An annual review of the documentation of differentiated supervision activities will yield a database of effective practices and improved selection of resources.

***Strategies:******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

### *Technology Infrastructure Enhancement/Technology Access and Training Increase*

**Description:** The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: [http://www.k12hsn.org/files/research/Technology/ISTE\\_policy\\_brief\\_student\\_achievement.pdf](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf))

**SAS Alignment:** Instruction, Materials & Resources

### *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:*

#### *Differentiated Supervision*

**Description:**

In-service teachers on various modes and methods of effective instruction and assessment that can be assimilated into the classroom and common professional practice. A tiered or mode approach will be utilized to best meet the needs of the professional staff at their current level of experience and skill set.

**Start Date:** 1/9/2015    **End Date:** 9/29/2017

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

**Supported Strategies:**

- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Instructional (Distributed) Leadership Capacity Building

### *Integration of Instructional Technology*

**Description:**

Develop a technology team for sharing ideas to develop strategies and transfer information and skills with staff. A train the trainer method will be used as well as providing resources for individual growth.

**Start Date:** 1/9/2015    **End Date:** 9/8/2018

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Instructional (Distributed) Leadership Capacity Building

### *Identification and instructional support for gifted students*

**Description:**

The intermediate unit provides non tenure teachers the skills and knowledge to instruct gifted students. On an annual basis staff is provided a list of students, on their student information systems class roles, and are provided strategies for professional development and resources through the special education administration.

**Start Date:** 1/9/2015    **End Date:** 9/8/2017

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

**Supported Strategies:**

- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase



**Goal #3:** Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Related Challenges:**

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Standards aligned assessments that are actually employed in the district

Specific Targets: Each assessment will include a "item analysis" that delineates the specific standards that are being assessed in each instructional unit

***Strategies:***

***Curriculum Mapping***

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

**SAS Alignment:** Curriculum Framework

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

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf?](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

*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:***

*Comparison of data from local assessments with results on the state mandated tests*

**Description:**

The district calendar has been modified to allow for data days to analyze information and use the data to enhance student growth.

**Start Date:** 1/9/2015    **End Date:** 9/29/2017

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

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Curriculum Mapping

# Appendix: Professional Development Implementation Step Details

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**LEA Goals Addressed:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. **Strategy #1: Curriculum Mapping**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
1/9/2015	9/29/2017	Increasing student achievement on a wide range of standards aligned summative assessments	It is the districts mission to utilize formative assessments to modify instruction and assessment practices to fully expose students to eligible content and assessment anchors. This practice will be on going and ever changing in an effort to meet the needs of the students the individual level.	Mr Joseph Kimmel	1.0	8	65	lu8	IU	Yes

**Knowledge** Awareness, assessibility, and resources to facilitate educational advancement.

**Supportive Research** Follow SBR with fidelity. Resource and accessability to all.

**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.

Empowers educators to work effectively with parents and community partners.

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

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

Instructs the leader in managing resources for effective results.

<b>Training Format</b>	LEA Whole Group Presentation School Whole Group Presentation Offsite Conferences		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Analysis of student work,  
with administrator and/or peers  
Creating lessons to meet  
varied student learning styles  
Peer-to-peer lesson  
discussion  
Lesson modeling with  
mentoring  
Joint planning period  
activities  
Journaling and reflecting

Student PSSA data  
Standardized student assessment  
data other than the PSSA  
Classroom student assessment data  
Participant survey  
Review of participant lesson plans  
Review of written reports  
summarizing instructional activity

**LEA Goals Addressed:** **Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.** **Strategy #1: Curriculum Mapping**

Start	End	Title	Description			Provider	Type	App.
7/1/2018	6/30/2021	Providing authentic learning opportunities for all students	Teachers will develop instructional units that will provide real world learning opportunities and the use of 21st Century Learning Skills. Teachers will be open to student input in the development of these instructional units.			IU	IU	No
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>			
		Mr Robert Rocco	1.0	8	65			

**Knowledge** Advancement

**Supportive Research** SBR

**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.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Training Format**

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Professional Learning Communities
- Offsite Conferences

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
	Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents		

<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>Joint planning period activities</p> <p>Journaling and reflecting</p>	<b>Evaluation Methods</b>	<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>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>
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<b>LEA Goals Addressed:</b>	<p><b>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b></p>	<p><b>Strategy #1: Substantial Professional Development</b></p> <p><b>Strategy #2: Technology Infrastructure Enhancement/Technology Access and Training Increase</b></p> <p><b>Strategy #3: Instructional (Distributed) Leadership Capacity Building</b></p>
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
1/9/2015	9/29/2017	Differentiated Supervision	In-service teachers on various modes and methods of effective instruction and assessment that can be assimilated into the classroom and common professional practice. A tiered or mode approach will be utilized to best meet the needs of the professional staff at their current level of experience and skill set.							

Mr Joseph Kimmel 2.0 6 86 Northern Cambria

School Entity Yes

**Knowledge**

Evidence based practices that enhance student achievement. Teachers will fully understand the criteria established for excellence in instrustion.

**Supportive Research**

Follow with fidelity key tenets of learning assessment and instruction. Differiantated supervision permits teachers to develop authetic verification of effective instructional practices. The Danielson Model is heavily relied upon for reference and development.

**Designed to Accomplish**

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.

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.

**Training Format**

LEA Whole Group Presentation

**Participant Roles**

Dir

Classroom teachers  
Principals / Asst. Principals  
Supt / Ast Supts / CEO/ Ex  
School counselors  
New Staff  
Other educational specialists

**Grade Levels**

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



<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>Creating lessons to meet varied student learning styles</p> <p>Journaling and reflecting</p>	<b>Evaluation Methods</b>	<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>Participant survey</p>
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**LEA Goals Addressed:** Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Strategy #1: Technology Infrastructure Enhancement/Technology Access and Training Increase**

**Strategy #2: Instructional (Distributed) Leadership Capacity Building**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
1/9/2015	9/8/2018	Integration of Instructional Technology	Develop a technology team for sharing ideas to develop strategies and transfer information and skills with staff. A train the trainer method will be used as well as providing resources for individual growth.	Technology Director & Team	2.0	16	12	District	School Entity	Yes

**Knowledge** Technology will be used as a tool to aid instruction and help support teacher effectiveness. The district will emphasis 21 century skills for all teachers and students.

SAS Website

**Supportive Research** Train the Trainer

IU8 and SBR endorsed materials.

**Designed to Accomplish**

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. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

**Training Format**

Series of Workshops

**Participant Roles**

Classroom teachers  
 Principals / Asst. Principals  
 Supt / Ast Supts / CEO / Ex Dir  
 School counselors  
 Paraprofessional  
 New Staff  
 Other educational specialists

**Grade Levels**

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

**Follow-up Activities**

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

**Evaluation Methods**

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

**LEA Goals Addressed: Establish a district system that fully ensures Strategy #1: Substantial Professional**

**the consistent implementation of effective instructional practices across all classrooms in each school.**      **Development Strategy #2: Technology Infrastructure Enhancement/Technology Access and Training Increase**

Start	End	Title	Description					
1/9/2015	9/8/2017	Identification and instructional support for gifted students	The intermediate unit provides non tenure teachers the skills and knowledge to instruct gifted students. On an annual basis staff is provided a list of students, on their student information systems class roles, and are provided strategies for professional development and resources through the special education administration.					
	<b>Person Responsible</b> AIU	<b>SH</b> 5.0	<b>S</b> 1	<b>EP</b> 86	<b>Provider</b> IU08	<b>Type</b> IU	<b>App.</b> Yes	

**Knowledge**                      Gifted identification skills.

**Supportive Research**                      SAS Website, Curriculum Updates, ASCD, PDE resources

**Designed to Accomplish**

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. Empowers educators to work effectively with parents and community partners.
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.

Instructs the leader in managing resources for effective results.

<b>Training Format</b>	School Whole Group Presentation		
<b>Participant Roles</b>	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Paraprofessional New Staff Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Participant survey

**LEA Goals Addressed:** Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Strategy #1: Common Assessment within Grade/Subject**  
**Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing**  
**Strategy #3: Curriculum Mapping**

Start	End	Title	Description
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1/9/2015	9/29/2017	Comparison of data from local assessments with results on the state mandated tests			The district calender has been modified to allow for data days to analyze information and use the data enhance student growth.				
	<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>		<b>Type</b>	<b>App.</b>	
	Mr Joseph Kimmel	1.0	8	65	IU		IU	Yes	

**Knowledge**

Advancement

**Supportive Research**

SBR and intiatives

**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.

Empowers educators to work effectively with parents and community partners.

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

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Instructs the leader in managing resources for effective results.

**Training Format**

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Professional Learning Communities

Offsite Conferences			
<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		
	Supt / Ast Supts / CEO / Ex		Elementary - Intermediate (grades 2-5)
	Dir		Middle (grades 6-8)
	School counselors		High (grades 9-12)
	Paraprofessional		
	New Staff		
	Other educational specialists		
	Related Service Personnel		
	Parents		
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Analysis of student work, with administrator and/or peers		Student PSSA data
	Creating lessons to meet varied student learning styles		Standardized student assessment data other than the PSSA
	Peer-to-peer lesson discussion		Classroom student assessment data
	Lesson modeling with mentoring		Participant survey
Joint planning period activities	Review of participant lesson plans	Review of written reports summarizing instructional activity	

# District Level Affirmations

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

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

**Affirmed by Robert Rocco on 1/22/2018**

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*Board President*

**Affirmed by Robert Rocco on 1/22/2018**

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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

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

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

**Affirmed by Robert Rocco on 11/21/2017**

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*Board President*

**Affirmed by Robert Rocco on 11/21/2017**

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*Superintendent/Chief Executive Officer*