

North East SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

50 E Division St
North East, PA 16428-1351
814-725-8671-3900
Superintendent: Dr. Michele S. Hartzell
Director of Special Education: Mrs. Brianne Hodges

Planning Process

The North East School District will take the following approach to the Comprehensive Planning Process. Each member of the administrative team has accepted the responsibility to provide initial leadership, both within the district and within each school. The administrators will primarily help in the formation of the entire district and community wide comprehensive planning committee. Administrators will facilitate the contacts, invitations and explanations needed in order to recruit prospective teacher, parent and community volunteers. Once membership to the larger comprehensive planning committee is complete, this new group will now take responsibility for the process. A meeting will be held to identify necessary subcommittees and appoint members to serve on each one. These subcommittees will be responsible for each area of the comprehensive planning process and will develop elements of the action plan, goals, and strategies if needed. It is important to note that after the comprehensive planning committee is formed, the administrators will be team members only, unless appointed to lead a subcommittee. The completed comprehensive plan will be reviewed and approved by the entire comprehensive planning committee before a presentation to the Board of Directors, a presentation to the community, and then submitted to the state for final approval by December of 2019.

Mission Statement

The Mission of the North East School District is to challenge, empower, and engage all students to develop and achieve personal and career aspirations, to pursue lifelong learning, and to be responsible and accountable citizens in a dynamic world.

Vision Statement

The North East School District is dedicated to making a genuine difference in the gains in educational achievement and growth of the students of the district. The district is committed to a non-threatening culture where all educational stakeholders are comfortable talking and working collaboratively because student learning is the most important issue. The district wants staff to be well trained in measures of student achievement and growth to reflect continuous trends of

improvement. The district also wants parents and students to be involved and informed regarding student performance issues.

Shared Values

- All people have equal intrinsic worth.
- Lifelong learning is essential for the individual and society to flourish.
- Involved families are fundamental to successful communities.
- Understanding diversity enriches life.
- All people have the capacity to contribute, and when they do, everyone benefits
- Adults are the most influential role models for children.

Educational Community

Beautiful and historic North East is nestled along the shores of Lake Erie in the northwestern corner of Pennsylvania adjacent to New York State and about 40 miles east of Ohio. It is a rural community with a population of approximately 11,000. The community is composed of North East borough, a residential area with local restaurants, businesses, churches, and other service providers and North East Township, which surrounds the borough and is roughly forty-nine square miles in area. 40% of the student population lives in the borough and 60% of the student population resides in the township.

Our community would be classified as agricultural as most of the land is planted with grape vineyards that supply concord grapes to either Welch's for consumer products (such as juice and jelly) or wine grapes (which are supplied to numerous local wineries). Other businesses located in North East include: The Electric Materials Company, Rid-U-Rak, Bay Valley Foods, and Better Baked Foods. We also have a branch campus of Mercyhurst University, (Mercyhurst North East) where mainly two year degrees are offered in nursing, culinary arts, municipal police training, and agricultural studies.

North East has a rich history of farming dating back to the Civil War era where sheep populated the area and wool was harvested for uniforms, blankets, and miscellaneous supplies for the Union troops. Today the region is known for its grapes. This is due in large part to the extended growing

season provided by the close proximity to Lake Erie. Celebrations in the community are centered around agriculture and include the Cherry Festival in early July and the Grape Festival held in late September. Our school also hosts the North East Community Fair in September which allows the community to display various fruits, vegetables, and hand-crafted items for judging based on the crops grown and harvested.

The North East School District began with one borough public school and thirteen schoolhouses within the township and has evolved to one high school, one middle school, one intermediate elementary school and one primary school. Our mascot represents a grape picker and thus the name “Grape Pickers” is used to represent the school district. In fact, during the fall sporting activities, the air is filled with the scent of grapes.

The school district also has a rich tradition in academic success, extracurricular activities, and the arts. One of the most successful sports is cross-country as the school has won the state championship in Pennsylvania seven different times since 1971. Our golf team also participated in States last year. All of our sports programs are competitive with a focus on integrity, class, and character that has led us to several region and district championships. The arts are very strong as well, especially in music both instrumental and vocal. Our marching band has been crowned the LMBA champions the last eight of nine years and competed in the national finals in Indianapolis, Indiana placing sixteenth in the nation.

The North East School District offers a variety of Community Education Classes twice a year, once in the fall and again in the winter/spring. Some of the personal enrichment classes offered in the past include: self-defense, yoga, PiYo, home landscaping, computer, healthy cooking, quilting, golf, financial planning and a number of arts and crafts classes.

The North East School District, along with the North East Borough and the North East Township, partners with the North East Recreation Commission to offer all residents exciting recreational activities and programs throughout the year. In addition to this, the North East community offers a variety of activities including: the picnic in the park, a variety of clubs and organizations such as the historical society, the arts council, choral club, quilters’ guild, and the railroad museum. The North East community is also fortunate to have a local newspaper, the *North East News Journal*, to keep everyone up-to date on current and upcoming events. The newspaper is delivered free of cost to all residents.

The residents have an appreciation for their community and for their schools. The school district in turn embraces the community and represents the community with pride in all that it does.

Planning Committee

Name	Role
------	------

Greg Beardsley	Administrator : Professional Education
Brian Emick	Administrator : Professional Education Special Education
Jeff Fox	Administrator : Professional Education
Michele Hartzell	Administrator : Professional Education Special Education
Steven Karns	Administrator : Professional Education Schoolwide Plan
Nate Otis	Administrator : Schoolwide Plan
William Renne	Administrator : Professional Education Schoolwide Plan
Jennifer Ritter	Administrator : Professional Education
Jane Blystone	Board Member : Professional Education Schoolwide Plan
Adrienne Hassenplug	Business Representative : Professional Education
Timothy Sebolt	Business Representative : Professional Education
Dede Fox	Community Representative : Professional Education
Tyler Wilson	Ed Specialist - Instructional Technology : Professional Education
Kim Hart	Ed Specialist - School Counselor : Professional Education Special Education
Tim Baronner	Ed Specialist - School Psychologist : Special Education
Colleen Bahm	Elementary School Teacher - Regular Education : Special Education
Susie Brown	Elementary School Teacher - Regular Education : Professional Education
Jonathan Currier	Elementary School Teacher - Regular Education : Professional Education
Stephanie Makin	Elementary School Teacher - Regular Education : Professional Education Special Education
Rita Nicolussi	Elementary School Teacher - Special Education : Professional Education Special Education
Cheri Dohmen	High School Teacher - Regular Education : Professional Education
Katie Gallagher	High School Teacher - Regular Education : Professional Education
Greg Henning	High School Teacher - Regular Education : Professional Education

Noel Mraz	High School Teacher - Regular Education : Professional Education
Leslie Shickler	High School Teacher - Special Education : Professional Education Special Education
Tara Hart-Lewis	Middle School Teacher - Regular Education : Professional Education
Emily Troncone	Middle School Teacher - Special Education : Professional Education Special Education
Kim Daughrity	Parent : Professional Education
Chelsey Ricketts	Parent : Professional Education
Brianne Hodges	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

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

Continuous work is conducted to align and base our instructional practices in accordance with the PA Core. To this end, all assessment anchors, anchor descriptors, and eligible content strands are identified, researched, and mapped to our curricular models for inclusion in our daily teaching and assessment procedures. This process has occurred and continues to be developed in the content areas of ELA (English Language Arts), mathematics, and science.

Middle Level

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

Interpersonal Skills	Developing	Developing
School Climate	Accomplished	Accomplished
World Language	Developing	Developing

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

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:

Although we have not geared our work towards expanding any specific PA standards, all staff and administration have directed efforts towards helping our students achieve the highest proficiency in all areas. During these next few years, our efforts will be concentrated on adapting curriculum and instruction to meet the expectations of the PA Core.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Curriculum maps provide a guide to teachers of the standards, content, essential questions, and expected student outcomes in each grade level and subject area. The curriculum is constantly being reviewed, improved and tailored to address the needs of individual children in order to foster new learning and improve skills. These processes and activities are implemented daily and represent a standards-based curriculum. In addition, Study Island, NWEA MAP Assessments, DRA (Directed Reading Assessment), as well as programs such as Rocket Math are used as major assessments for achievement or accomplishment in conjunction with the periodic assessments of routine practice and evaluation of every student. A quarterly unit review of student benchmarks is completed by the building team. Building level teams meet regularly (in all grades) as professional learning communities with administration to establish foundations for growth and change based upon current research and analysis of student needs. Various academic pursuits are implemented and reviewed through professional journals, professional book clubs, conferences, and individual research.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

The curriculum is exclusively standards-based, grounded in the PA Core. Curriculum maps, unit plans, lesson plans, assessments (formative, summative, diagnostic, and benchmarking), and local assessments are designed to meet the expectations outlined in the PA Core Standards and to meet the needs of all students. As one component of the three-pronged primary administrative objective within the school district, ongoing efforts are made in which to address the needs associated with standards-based curriculum. These efforts are coordinated by the building principal in collaboration with the professional instructional staff of the school building. The work done by professional learning communities allows for the continual monitoring and adjustment of grade level, content specific curriculum necessary to meet the demands of the PA Core.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

Curriculum maps provide a guide to teachers of the standards, content, essential questions, and expected student outcomes in each grade level and subject area. These processes and activities are implemented daily and represent a standards-based curriculum. In addition, Study Island Benchmark assessments and NWEA, MAP Assessments are utilized to monitor progress and academic growth.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

Curriculum maps provide a guide to teachers of the standards, content, essential questions, and expected student outcomes in each grade level and subject area. These processes and activities are implemented daily and represent a standards-based curriculum. In addition, Study Island Benchmark assessments are used as benchmarks for achievement or

accomplishment in conjunction with the periodic classroom assessments along with routine practice in Study Island Math and Study Island Reading.

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.

North East School District recognizes that many students with disabilities and also many without need appropriate adaptations, accommodations, and modifications made to teaching and other classroom activities in order to be successful. Therefore, daily planned instruction in each classroom reflects consideration and adaptation to the learning needs and styles of individual students. Extended time, small groups, shortened assignments, supplemental aids, presentation of material in small steps, differentiated instruction, tutoring, seating to reduce distractions, inclusive practices, and alternative assessments are some of the many intervention strategies employed to help students experience success.

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 a comprehensive professional development plan for all teachers as well as a well-structured and sequential mentoring program for new teachers. Professional Learning Communities are the main foundation blocks for growth and change. Teachers working and learning together, relying on statistical and research information to inform the evaluation or change process, and referencing established and updated curriculum maps have created an environment where the mainstay of supervision, evaluation, and coaching is peer-to-peer. This overall approach involving teachers as prime change agents includes administrators as team members. In addition, administrators also perform the more traditional tasks such as: completing formal observations, walkthroughs and periodic review of lesson plans as reflected in curriculum maps, as well as general supervision. All of the elements listed establish a cooperative environment with tremendous resources and the ability to respond to changing needs or situations.

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

We currently do not have department supervisors or instructional coaches. This task is the responsibility of the building level administrators.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms
--	---

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

This narrative is empty.

Recruitment

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

The district employs a very thorough and meticulous process that insures the recruitment and assignment of the most effective and highly qualified teachers. A four-step process before recommendation to the Board of Directors is the current practice and includes: a thorough credential/screening review, an evaluation of a video created by the candidate as a requirement to apply for the position, a team interview with focus questions relating to district and building needs and expectations, a performance interview evaluated by a team of professionals, and an in-depth superintendent's interview. It is felt that only the very best candidates will be able to successfully complete the process with a recommendation for hiring.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	27.00	27.00	27.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education			
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	7.00	7.00	7.00
Minimum % Grade Required for Credit (Numerical Answer)	68.00	68.00	68.00

Graduation Requirement Specifics

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Unchecked answers

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

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

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

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

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEl	ML	HS
PSSA Tests		X	X	
Keystone Exams				X
NWEA	X	X	X	

ASVAB, NOCTI, ACT, SAT				X
End of the Course Exams				X
AP Exams				X
Senior/Graduation Portfolios				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Study Island		X	X	X
NWEA Map Testing	X	X	X	
Star Reading and Star Math		X		
DRA	X			
Local Assessments	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Questioning Strategies	X	X	X	X
Think Pair Share	X	X	X	X
Running records	X			
White boards	X	X	X	
Rubrics	X	X	X	X
Random Selection	X	X	X	X
Open Ended Questions	X	X	X	X
Homework	X	X	X	X
Subject Specific Periodic Testing	X	X	X	X
Exit Slips			X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Study Island		X	X	X
Star Reading, Star Mathematics		X		
DRA	X			
NWEA MAP Testing	X	X	X	
Accelerated Math and Reading		X		
Running Records	X			

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review	X			

Intermediate Unit Review	X			
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review	X	X	X	X
Professional Learning Community Review	X	X	X	X
Instructional Coach Review	X	X		
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

A schedule of testing or assessment is established at the beginning of each school year. Since our schools are not in warning, we do not seek review through the Intermediate Unit. Noted previously, there are assessments in all four major areas: Summative, Formative, Diagnostic, and Benchmark. Depending upon the type of assessment, reviews are conducted according to the schedule. Since most assessments are completed using technology or direct teacher supervision, results are reviewed immediately by individual teachers. Moreover, grade-level and building-level professional learning community teams review data, as well, not only assessing the results but also the reliability of the assessments themselves.

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.

The district does not currently utilize locally developed assessments.

Collection and Dissemination

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

Collection of data is immediate and directly relates to standards since most assessments use technology. These assessments provide almost instant feedback with a variety of stylized and highly informative reports on individual, group, grade-level and school achievement. Assessment data is always readily available to building-level, grade-level professional learning community and administrative teams, as well as individual teachers.

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.

During each assessment review, strengths and weaknesses of groups or individual students are identified and plans for addressing these needs are devised and implemented

immediately into curriculum of instruction. Instructional procedures and focus are modified and remediation activities are implemented where needed.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Assessment results directly reflect the success of current teaching strategies. Teachers use the assessment data to modify instructional methods, re-teach areas of weakness and as an essential tool in the grade-level or content area professional learning community team dialog focused on changes for improvement in instruction and learning throughout each school.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook		X	X	X

Provide brief explanation of the process for incorporating selected strategies.

All of the above are basic operational elements of information sharing within the district. The district website is a comprehensive resource which includes directing public to PDE resources, District Calendar and course guides. In addition, each school not only provides these elements to distribute assessment information found on the district website, but also school agendas/handbooks, individual meetings, Sapphire system, edline, and quarterly report cards.

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

The primary school does not have an agenda or handbook. Communications to parents are done weekly.

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.

Continued growth is demonstrated by students through proficient or better performance on scheduled school/district assessment measures as well as the PSSA and Keystone Testing. Each school characteristically relies upon a series of different types of assessments administered throughout the school year. The results of these assessments are used to inform instruction so that appropriate modifications and adaptations can be made to insure success. Also, before, during and after school sessions are available to students who need additional assistance from administrators, teachers or counselors.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	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	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:

We also provide training and access to Safe2Say as well as the opportunity for additional mental health services.

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.)

North East School District

Identifying and Programming for Gifted Students

In accordance with the Board's philosophy to develop the special abilities of each student, the district shall provide gifted education services and programs designed to meet the individual educational needs of identified students. The Board may enter into a cooperative agreement with outside agencies to provide gifted education services and programs. The Board directs that the district's gifted education program shall provide the following:

- System to locate and identify all students within the district who are thought to be gifted and in need of specially designed instruction.
- Screening and evaluation process that meets state requirements, to determine students' educational needs.
- Procedures to determine whether a student is mentally gifted.

- Gifted Individualized Education Plan (GIEP) developed, and subsequently modified, for each student based on his/her unique needs and the written report of the Gifted Multidisciplinary Team (GMDT).
- Safeguards for the due process rights of gifted students.
- Notification to teachers of their responsibilities to each of their identified gifted students, as provided in the student's Gifted Individualized Education Plan (GIEP). The district shall provide all required notices and information to parents/guardians of gifted students, document all consents and responses of parents/guardians, and adhere to all established timelines. The district shall make the Permission To Evaluate Gifted Student Form readily available to parents/guardians. If an oral request is made to an administrator or professional employee, s/he shall provide the form to the parents/guardians within ten (10) calendar days of the oral request. The Board directs the Superintendent and designated administrators to annually assess the district's delivery of gifted services and programs, in order to:
 1. Ensure the ability of assigned staff to provide the services required in each identified student's GIEP.
 2. Address the educational placements for gifted students within the district.
 3. Limit the total number of gifted students that can be on an individual gifted teacher's caseload.

The Superintendent or designee shall annually conduct awareness activities to inform parents/guardians of school-aged children residing within the district of its gifted education services and programs, and how to request these services and programs. Awareness activities may include providing written notice of the district's gifted education program through the North East School District Calendar, the North East School District Welcome Packet, student handbooks, and the school district website. Programs are offered to specifically meet the needs of the gifted student. In the GIEP meetings, held with the student and members of the family and staff, areas of strength are identified and educational programming decisions are made based on the student's individual strengths.

Gifted Training

Gifted training for staff is ongoing. Gifted coordinators will have the opportunity to attend quarterly gifted networking meetings at the local Intermediate Unit (IU5) on a rotating basis, and share information with other district staff in their designated buildings. Building gifted coordinators are then available as a resource for staff members who have gifted students in their classes. Gifted coordinators will also meet on a quarterly basis to ensure consistency between buildings with regards to programming and compliance.

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 North East School District uses standardized screening tools such as DIBELS, NWEA-MAP and the CoGAT to assess and screen all regular education students to determine Gifted eligibility. DIBELS is used in grades K-2, CoGAT is used in first grade, and NWEA-MAP is used in grades K-8. As this assessment data is collected, teachers are notified in writing regarding student performance and additional information is gathered regarding potential giftedness. This information is then reviewed at building level meetings and referrals made to the special education department for formal testing.

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

Students with an IQ of 130 or more as assessed by a certified school psychologist are automatically entered into the gifted program. When a student has an IQ less than 130 as assessed by a certified school psychologist, additional criteria are taken into consideration when determining gifted eligibility. This criteria includes but is not limited to, academic achievement, rate of acquisition and retention, demonstrated achievement, and early skill development. The GIEP team also reviews and identifies any possible intervening factors that may mask a student's giftedness prior to making a determination.

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.

In the Davis Primary: Grades K-2, students are offered a variety of challenging and enriching learning opportunities within the regular classroom environment. This includes enrichment through guided reading groups, spelling lists, and various educational activities. Students with gifted abilities in grades K-2 also meet with gifted coordinator a minimum of two times per year for enrichment opportunities in the area of career exploration.

At the Intermediate School Grades 3-5, the needs of the gifted and high achieving students are met through classroom differentiation and challenge/enrichment opportunities. Students are offered more challenging coursework through classroom activities as appropriate, as well as are afforded enrichment opportunities through the art and library programs.

In the Middle School, which comprises grades 6, 7 and 8, the needs of gifted and high achieving students are met through classroom differentiation, leveled learning classrooms, and following the needs outlined in the Gifted IEP for the individual student. Other options for the gifted student include grade or subject acceleration, enrichment opportunities, academic and manufacturing competitions, independent studies, hybrid courses, and flexible student cluster groups.

The program of studies for gifted students in the High School, grades 9-12, offers options to accelerate (subject or grade level) as well as to provide enrichment opportunities. These options include taking Advanced Placement Courses (AP) where the student may obtain college credit and/or advanced placement through the Advanced Placement Program. Students enrolled in the Advanced Placement courses may elect to take an Advanced Placement Exam for the subject(s) in which they are enrolled. Qualified students in grades 9 through 12 also have the opportunity to complete college-level courses and/or dual enrollment to take course work for college credit at one of the area colleges. This would be

done on a part-time basis upon approval of the guidance department and the administration. Finally, students at the high school level also have the opportunity to enroll in online coursework when interests and academic achievement extend beyond what the District is able to provide with in the course schedule.

Developmental Services

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

Explanation of developmental services:

The school district has developed a plan for the implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. The plan has been prepared in accordance with the time frames and procedures prescribed by law. Services offered by community agencies are coordinated by and under the general direction of the school district and regulated by board policy.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X

Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

The school district has a plan in place for the implementation of a comprehensive and integrated K-12 program of the student services based on the needs of its students and includes the areas listed. The plan has been prepared in accordance with the time frames and procedures prescribed by law. Services offered by community agencies in public schools shall be coordinated by and under the general direction of the school district and regulated by board policy.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	E EI	ML	HS
---	------------	-------------	-----------	-----------

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

The Intermediate and Davis schools have regularly scheduled team meetings and a Case Management Team of Specialists and teachers who follow a RTII process in order to collaborate effectively for individual student success. Likewise, the middle and high schools have NEST Team which follows RTII process, as well as building level teams who meet with outside agencies including probation. All of these teams depend upon a significant amount of cooperation in order to provide the best intervention for individual students and help address their differing needs and individual struggles for academic progress.

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

Close contact is maintained with child care and after school programs. Special accommodations, such as gathering children for pick-up, are made to insure that students are able to arrive safely at child care agencies. Transportation is provided to child care programs both after the school day and following the Intermediate after school program.

Preschool Agency Coordination

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

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

Transition meetings involving new kindergarten students are usually held in March and April. Often these meetings are sponsored through case management. Kindergarten teachers attend meetings. These transition meetings usually involve students with IEPs or children having difficulties academically or behaviorally in preschool. Not only are IEP

concerns addressed but monitoring and support plans are devised for children with speech, language, academic and other behavioral difficulties.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Although these are areas of focus and accomplishment, new innovations and ideas are always developing to help students. Teachers are constantly evaluating new programs and methods. Materials and resources have been carefully selected by teams of teachers with the purpose of aligning instruction to academic standards, coordinating instruction and learning experiences from grade to grade, insuring that quality materials and resources are readily available for teacher and student use, and providing the means to generate experiences that address the differentiated and diverse needs, interests and motivations of every student. Use of these resources is formally outlined in the curriculum maps that reflect daily classroom experiences. Since teachers have actually established the process for accomplishment and selected the materials and resources to be used, they know the rationale and expected outcomes. Therefore, teachers are more readily able to identify shortfalls or successes in relation to the expected outcomes. As they become informed through this identification and analysis of successes and shortfalls, the teachers continue to collaboratively develop better methods and strategies to insure the greatest and best possible process and use of materials to insure accomplishment. In addition, the assessments listed under Methods and Measures provide another means for regularly monitoring and assuring student accomplishment.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

Provide explanation for processes used to ensure Accomplishment.

All materials and resources utilized in the school building, including textbooks and supplemental resources are carefully explored and chosen to be utilized in a manner consistent with the necessary requirements of the PA Core and academic standards. Appropriate planning and preparation are conducted in order to most appropriately differentiate instruction in the effort to meet the needs of diverse learner competencies. The professional staff has full ownership of all materials and resources made available by the school district as a result of total participation in the research and selection process.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Similarly, at the middle and high school teachers are constantly evaluating new programs and methods. Materials and resources have been carefully selected by teams of teachers with the sole purpose of aligning instruction to academic standards, coordinating instruction and learning experiences from grade to grade, insuring that quality materials and resources are readily available for teacher and student use, and providing the means to generate experiences that address the differentiated and diverse needs, interests and motivations of every student. Use of these resources is formally outlined in the curriculum maps. Since teachers have actually established the process for accomplishment and selected the materials and resources to be used, they know the rationale and expected outcomes. Therefore, teachers are more readily able to identify shortfalls or successes in relation to the expected outcomes. As they become informed through this identification and analysis of successes and shortfalls, the teachers continue to collaboratively develop better methods and strategies to insure the greatest and best possible process and use of materials

to insure accomplishment. In addition, the assessments listed under Methods and Measures provide another means for regularly monitoring and assuring student accomplishment.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Similarly, at the middle and high school, teachers are constantly evaluating new programs and methods. Materials and resources have been carefully selected by teams of teachers with the sole purpose of aligning instruction to academic standards, coordinating instruction and learning experiences from grade to grade, insuring that quality materials and resources are readily available for teacher and student use, and providing the means to generate experiences that address the differentiated and diverse needs, interests and motivations of every student. Use of these resources is formally outlined in the curriculum maps. Since teachers have actually established the process for accomplishment and selected the materials and resources to be used, they know the rationale and expected outcomes. Therefore, teachers are more readily able to identify shortfalls or successes in relation to the expected outcomes. As they become informed through this identification and analysis of successes and shortfalls, the teachers continue to collaboratively develop better methods and strategies to insure the greatest and best possible process and use of materials to insure accomplishment. In addition, the assessments listed under Methods and Measures provide another means for regularly monitoring and assuring student accomplishment.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in

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

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

Further explanation for columns selected "

There is no need for alternate academic content standards for reading or math. District standards are already closely aligned to the PA Core standards. FCS not offered in the primary building.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

There is no need for alternate academic content standards for reading or math. District standards are already closely aligned to the PA Core standards. FCS not offered in the intermediate building.

Middle Level

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

	50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Not Applicable

Further explanation for columns selected "

There is no need for alternate academic content standards for reading or math. District standards are already closely aligned to the PA Core standards. World language is only offered at the high school level.

High School Level

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

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

World Language	Implemented in 50% or more of district classrooms
----------------	---

Further explanation for columns selected "

There is no need for alternate academic content standards for reading or math. School district standards are already closely aligned to PA Core standards.

Early Warning System

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

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

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	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
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.

District staff participates in a building-wide needs assessment organized by the administrative staff with assistance, if needed, through Intermediate Unit 5. This survey provides faculty perceptions as to their professional needs. The survey data is used by the district as a resource for planning professional learning. Staff are then invited to attend district and/or IU5 professional learning offerings specifically tailored to meet their needs. Likewise, in-service training in the district is focused on these identified staff needs. If a need exists for training within the district related to district goals and or State requirements, it will be provided.

The District provides professional learning on site for teachers during each school year on topics based upon district and school goals, as well as the need within each school building. Brain-Based Learning, Differentiated Instruction, Curriculum Mapping, Assessment Tools, SAS Resource Website, Standards-Based Training, and GoogleDocs have been elements of recent staff professional learning.

In addition, the North East School District offers technology classes to staff members to keep personnel up to date on new software and new technology tools.

Staff members are also encouraged to take advantage of opportunities provided through IU5 as it relates to professional learning. Extensive on-line offerings are made available to the staff where Act 48 credit is awarded for successful participation.

The district also offers a community education program where staff and the community can take or teach a variety of non-credit and credit classes.

Administrators actively participate in the District Administrative Team Meetings (ATM). Meetings are held every two weeks and have time reserved for focus on data, planning and use of resources are coupled with research and sharing on creating and maintaining a culture of learning within each school.

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

Professional Development

**North East SD
Professional Development**

Title:	Google Classroom								
Description	Training for integration of the middle school and high school 1:1 Google Classroom initiative.								
Person Responsible	Building Principals								
Start Date:	7/1/2019								
End Date:	6/30/2022								
Proposed Cost/Funding:	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Start Year</th> <th style="text-align: left;">End Year</th> <th style="text-align: left;">Cost</th> <th style="text-align: left;">Funding Source</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>2023</td> <td>1000.00</td> <td>010 - ADMINISTRATIVE BUDGET</td> </tr> </tbody> </table>	Start Year	End Year	Cost	Funding Source	2020	2023	1000.00	010 - ADMINISTRATIVE BUDGET
Start Year	End Year	Cost	Funding Source						
2020	2023	1000.00	010 - ADMINISTRATIVE BUDGET						
Program Area(s):	Professional Education, Educational Technology								
Hours Per Session	2.0								
# of Sessions:	5								
# of Participants Per Session:	123								
Provider:	Teachers and Staff								
Provider Type:	School Entity								
PDE Approved:	No								
Knowledge Gain:	Google platform for integration of technology into the classroom								
Research & Best Practices Base:	Google for Education: 91% of CEOs globally say that they need to strengthen their organization's soft skills to sit alongside digital skills. PWC (2018). The Google classroom integrates opportunities for students to work within peer groups as well as integrates global opportunities for students to learn and share ideas.								
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • 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 or LEA administrators, and other									

educators seeking leadership roles:	<ul style="list-style-type: none"> • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • New Staff • Other educational specialists
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Participant survey

**North East SD
Professional Development**

Title:	Trauma 101
Description	To provided resources and data that explains ACEs and a short film about why relationships between teachers-students play a vital role in trauma informed approaches and healing.
Person Responsible	High School Principal
Start Date:	9/1/2019
End Date:	6/30/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Special Education, Student Services
Hours Per Session	1.5
# of Sessions:	6
# of Participants Per Session:	72
Provider:	Mental Health
Provider Type:	Mental Health Liaison
PDE Approved:	Yes
Knowledge Gain:	Impact of trauma informed approaches to healing.
Research & Best Practices Base:	Trauma 101
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • 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:	

	<ul style="list-style-type: none"> • Series of Workshops
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • New Staff
Grade Levels:	<ul style="list-style-type: none"> • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none"> • Participant survey • Integration of methods for student supports.

**North East SD
Professional Development**

Title:	Safe Schools								
Description	Provide training on school safety, emergency preparedness planning, and situational awareness.								
Person Responsible	Administration								
Start Date:	7/1/2019								
End Date:	6/30/2023								
Proposed Cost/Funding:	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Start Year</th> <th style="text-align: left;">End Year</th> <th style="text-align: left;">Cost</th> <th style="text-align: left;">Funding Source</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>2023</td> <td>1500.00</td> <td>010 - ADMINISTRATIVE BUDGET</td> </tr> </tbody> </table>	Start Year	End Year	Cost	Funding Source	2020	2023	1500.00	010 - ADMINISTRATIVE BUDGET
Start Year	End Year	Cost	Funding Source						
2020	2023	1500.00	010 - ADMINISTRATIVE BUDGET						
Program Area(s):	Professional Education, Student Services								
Hours Per Session	3								
# of Sessions:	3								
# of Participants Per Session:	245								
Provider:	Sheriff's Office, State Police, PEMA, IU5, PDE								
Provider Type:	Non-profit Organization								
PDE Approved:	Yes								
Knowledge Gain:	Recognize signs and symptoms of risk factors, awareness of surroundings and to recognize potential threats, and to mitigate potential safety concerns.								
Research & Best Practices Base:	PEMA/PDE School Safety and Emergency Preparedness.								
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Empowers educators to work effectively with parents and community partners. 								
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Instructs the leader in managing resources for effective results. 								
Training Format:	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • Offsite Conferences 								

Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • Classified Personnel • New Staff • Other educational specialists • Related Service Personnel
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Table top exercises, drills, planning with community stakeholders
Evaluation Methods:	<ul style="list-style-type: none"> • Participant survey • Emergency Preparedness Plan

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/23/2019 - Mandated annual training through Safe Schools website.

The LEA plans to conduct the required training on approximately:
8/22/2016 - In addition to in-person face to face or group training ,the district utilizes a number of resources including Safe Schools which is an on line program accessed and completed on line by each staff member on a yearly basis.
8/23/2017 - In addition to in-person face to face or group training ,the district utilizes a number of resources including Safe Schools which is an on line program accessed and completed on line by each staff member on a yearly basis.
8/23/2018 - In addition to in-person face to face or group training ,the district utilizes a number of resources including Safe Schools which is an on line program accessed and completed on line by each staff member on a yearly basis.

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
9/1/2015 The district utilizes a number of resources including Safe Schools which is an on line program accessed and completed on line by each staff member on a yearly basis.
The LEA plans to conduct the training on approximately:
8/22/2016 In addition to in-person face to face or group training ,the district utilizes a number of resources including Safe Schools which is an on line program accessed and completed on line by each staff member on a yearly basis.
8/23/2017 In addition to in-person face to face or group training ,the district utilizes a number of resources including Safe Schools which is an on line program accessed and completed on line by each staff member on a yearly basis.
8/23/2018 In addition to in-person face to face or group training ,the district utilizes a number of resources including Safe Schools which is an on line program accessed and completed on line by each staff member on a yearly basis.

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:
9/1/2015 The district utilizes a number of resources including Safe Schools which is an on line program accessed and completed on line by each staff member on a yearly basis.
The LEA plans to conduct the training on approximately:
8/22/2016 In addition to in-person face to face or group training ,the district utilizes a number of resources including Safe Schools which is an on line program accessed and completed on line by each staff member on a yearly basis.
8/23/2017 In addition to in-person face to face or group training ,the district utilizes a number of resources including Safe Schools which is an on line program accessed and completed on line by each staff member on a yearly basis.
8/23/2018 In addition to in-person face to face or group training ,the district utilizes a number of resources including Safe Schools which is an on line program accessed and completed on line by each staff member on a yearly basis.

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

None.

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

The North East School District continues to believe that the first step to providing quality instruction for students is requiring all teachers, administrators, and classroom aides to participate in a school-wide, research-based professional learning. To that end, the Board approves a calendar that allows for professional development days. District administrators and teachers have formed professional learning communities commissioned to identify instructional issues in each school as well as to identify gaps in curriculum and instruction. Surveys are used to identify professional development needs. Throughout the year, teachers and administrators evaluate the programs based upon evidence of what teachers identify as working well in the classroom as well as student progress and achievement. Administrators provide feedback to teachers using walk-throughs, informal, and formal observations to help ensure that professional learning activities are aligned to curriculum maps and identified needs. Formative, diagnostic, and summative data are disaggregated and used to inform instruction and the development of more effective educational strategies.

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

This narrative is empty.

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 North East School District Induction Plan is designed to provide a schedule of opportunities, activities, and experiences that will ensure a successful entry into the teaching profession including long-term substitutes, guidance counselors, and school nurses. All inductees participate in an orientation program, are provided a mentor teacher, classroom visitation opportunities, and professional dialogue opportunities during planned in-service days.

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

This narrative is empty.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

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

The North East School District Induction Plan is designed to provide a schedule of opportunities, activities, and experiences that will ensure a successful entry into the teaching profession. All inductees participate in an orientation program, are provided a mentor teacher, inter-classroom visitation opportunities, and professional dialogue opportunities during planned in-service days. Opportunities are also provided through IU5 for professional development, especially as it relates to new teacher training.

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

The induction tool used by the district provides opportunities for appraisal by the inductees. However, district inductees do not participate in Intermediate Unit or national surveys.

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 North East School District Induction Plan is designed to provide a schedule of opportunities, activities, and experiences that will ensure successful entry into the teaching profession, including long-term substitutes, guidance counselors, and school nurses. All inductees participate in an orientation program, are provided a mentor teacher, intra-classroom visitation opportunities, and professional dialogue opportunities during planned in-service days.

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

N/A

Induction Program Timeline

Topics	A	C	D	F	A	Jun-Jul
	u	c	e	e	p	
	g	t	c	b	r	
	-	-	-	-	-	
	S	N	J	M	M	

	e	o	a	a	a															
	p	v	n	r	y															
Code of Professional Practice and Conduct for Educators	X	X	X	X	X															X
Assessments	X	X	X	X	X															X
Best Instructional Practices	X	X	X	X	X															X
Safe and Supportive Schools	X	X	X	X	X															X
Standards			X		X		X	X	X											X
Curriculum					X		X	X	X	X										X
Instruction							X		X	X	X	X								X
Accommodations and Adaptations for diverse learners									X	X	X	X	X							X
Data informed decision making										X	X	X	X	X						X
Materials and Resources for Instruction											X	X	X	X	X	X	X	X	X	X

If necessary, provide further explanation.

No additional explanation is required for this question.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

It is important to evaluate and monitor the effectiveness of the Induction program. The NESD Induction program includes feedback from participants in the program including any new teachers, counselors or school nurses, as well as mentors administrators who assisted with or led any part of the program. Monitoring techniques include pre and post interviews and surveys, student surveys and mentor and mentee reflections. Results provide information and insight into challenges and obstacles to implementation and revisions. It is a very thorough and detailed process that is led by our middle school principal and his team. We believe that it provides the support needed for new staff members to grow and sustain success in their first year and creates a foundation for success for years to come.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.

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

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **241**

Identification Method

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

The North East School District utilizes the discrepancy model in identifying students with specific learning disabilities. As a result, the District utilizes data to conduct the following: 1. Determine if the student achieves adequately for the child's age or meets State-approved grade-level standards in the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem-solving. 2. Determine whether the student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a "severe discrepancy between intellectual ability and achievement" or relative to age or grade. 3. Rule out: Vision, hearing, or motor problems; Intellectual disability; Emotional disturbance; Cultural and/or environmental issues; and Limited English proficiency. 4. Rule out lack of instruction by documenting: Appropriate instruction by qualified personnel and repeated assessments.

Each Building Level Team (Case Management at the elementary level and SAP and BLT at the secondary level) addresses academic, emotional, and behavioral issues students may be experiencing within the school setting. These teams provide observations and assistance to teachers in implementing strategies and remedial techniques to address these issues. The District's core programs in reading and math are standards-aligned and research-based. Staff at the elementary levels have been trained in many research-based techniques to utilize in their classrooms for students who are not progressing as successfully as their peers.

In grades K-2, DIEBELS and NWEA-Map provide benchmark assessment data. Students who are not at benchmark or who experience difficulty and are not showing progress are referred for more intensive instruction through Title 1. The Case Management Team continues to monitor progress of these students and makes a referral for a comprehensive psycho-educational evaluation if progress is not being made in a timely manner. NWEA-Map and Study Island are used as benchmark assessments in grades 3-8 and Study Island in grades 9-12. This data, in addition to classroom assessment information, is used to

determine whether a student is responding appropriately to academic and behavioral interventions. Again, if students at this level are not making adequate progress, then the student is referred for a psycho-educational evaluation. When a student is referred for special education testing, a Permission to Evaluate or Reevaluate form is then sent to the parents. Once the Permission to Evaluate form is signed by the parent, a multi-disciplinary team evaluation is conducted. Information from the parents, regular education teacher(s), the Title 1 teachers(s), and any other pertinent staff is collected in addition to the scores obtained from the individual psycho-educational assessments. A determination is then made by the team as to whether the student is a student with a disability and needs specially designed instruction.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

The North East School District shows an overall identification percentage of 13.5% during the 17-18 school year, which is just over 3% lower than the State average.

One disability category shows a significant dis-proportionality being greater than 10 percent over the state average, and that is autism. The state average for autism is 11% while the North East School District is 22.8%. The percent of students in the District with autism has steadily climbed over the past five years. The District recognized this trend and as a result now has two Autism Support classrooms at the elementary K-5 level. The North East School District also accepts students with Autism from neighboring school districts when that district does not have a comparable Autistic Support program, or that district's program is at capacity. The North East School District has purchased an additional screening tool for assessing students thought to be on the autistic spectrum. This tool is used as part of the psycho-educational evaluation process when the team feels there is a possible Autism diagnosis. The North East School District also contracts with the North West Tri-County Intermediate Unit for BSC hours. This individual participates in monthly clinical support team meetings with our Autistic Support classroom teachers and assists with the implementation of functional behavior assessments and positive behavior support plans. This individual also participates in the observations and data collection of those students thought to be autistic, to assist the school based team with its evaluation.

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?

1. The North East School District is not a host district. However, if the North East School District was a host district it would be responsible for the education of the students enrolled/placed in this program. In accordance with the Basic Education Circular Section 13-1306, NESD would contract with an appropriate agency to provide the educational services for these students. The North East School District would then be responsible for seeking advice from the resident school district with respect to each individual student, and keeping the resident school district informed of its plans to educate each student.

2. The North East School District would meet regularly with the supervisors of the agency providing the education to students in order to ensure that students' needs are being met and that they are receiving FAPE. The Individualized Education Plan Team would discuss each student and their programming at the IEP Review, Annual IEP meeting, or at any time a member of the team would request a meeting. The home district would also be contacted to participate in meetings and provide input as the IEP is developed. The discussion would always include what supplementary aids and services could be provided to enable the student(s) to remain in the Least Restrictive Environment (LRE) before moving to a more restrictive setting. Any training that may need to be provided to personnel would be provided through partnerships with the educating agency, PaTTAN, IU#5, and/or other agencies available to meet the training needs of the appropriate personnel.

3. Currently, there are no foreseeable barriers or problems.

Incarcerated Students Oversight

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

There are currently no facilities for incarcerated students in our LEA. If such a facility were to move within the district, the district would be responsible for the education of the students placed in the facility. As a result, the North East School District would use existing Child Find procedures and develop a system of identification and evaluation, in collaboration with the facility in order to ensure FAPE is provided to any student in need of special education services. An appropriate agency would then be contracted to provide the educational services for these students. Members of the North East School District staff would also meet regularly with agency supervisors to ensure the provision of FAPE to students in the facility. Communication channels would also be developed to share information with the school district in which the student's family resides. A representative of the North East School District would participate in the IEP process for students that are incarcerated to ensure their needs are met in compliance with FAPE.

In regards to students whose families reside in the North East School District but the student is incarcerated in another LEA, the District has an understanding with the Northwest Tri-County Intermediate Unit (IU 5) and the School District of the City of Erie to be kept informed of any locally incarcerated special education students. This is formally documented through a 4605 form. When the North East School District has had students incarcerated, the School District of the City of Erie or the Intermediate Unit, provides the educational services required for the students in order to ensure FAPE. The North East School District continues to participate in the development of the ER/RR and IEP to ensure the student has continued access to FAPE. The District is also included in all discharge meetings prior to the student's return to the North East School District.

Least Restrictive Environment

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

1. The North East School District is dedicated to providing our students with a placement in the least restrictive environment. However, to meet all students' needs, the District has access to a full continuum of programs and services. The majority of special education students receive services in their home school with varying levels of support. If the IEP team determines that a student's needs cannot be met in the home school, the District can provide appropriate programs or services to their students in neighboring school districts. If a student's needs cannot be met within the public schools, the district can utilize alternative education placements, a partial hospitalization program, or an approved private school placement. The North East School District is committed to placing students in their least restrictive environment and providing supplementary aides to ensure success. In order to guarantee a free and appropriate public education in the least restrictive environment the IEP team begins by reviewing the questions regarding supplementary aides and services and then carefully determines the services needed to meet the student's needs.

The North East School District utilizes the following process in order to provide appropriate services along the special education placement continuum:

- The IEP team makes the decision regarding placement with input from all professional staff, outside agencies as necessary, and the parents/guardians of the student.
- The student's needs are discussed at length before placement options are considered.
- When determining placement options the IEP team always begins with options that include the regular education setting.
- When considering placement options outside of the regular education setting, the IEP team considers supplementary aides and services that may be beneficial for services to be delivered in the regular and special education setting.
- Placement decisions are always made in the best educational interest of the individual student.
- While the IEP focuses on maintaining a program as close as possible to the regular education setting, the team realizes that the regular education setting is not always the least restrictive environment. The IEP team makes attempts in curricular and extra-curricular settings to maintain activities appropriate for the student in a setting that is as inclusionary as possible.

2. The District is using the following practices to ensure maximum integration for our special education students:

- Utilizing a co-teaching model at the elementary, middle School and high school level to support educational placements in the least restrictive environment.
- Budgeting funds to support co-teaching and co-planning.
- Outside agency staff contracted by the North East School District to support the inclusive practices within the District.
- The District collaborates with staff from the IU and other districts to institute and maintain practices in support of the least restrictive environment.
- The use of flexible grouping in reading and math at the elementary and middle school level
- The District utilizes departmental meetings and grade level meetings to support instructional needs.
- Teachers utilize alternative assessments as deemed appropriate by the IEP team.

The North East School District has worked to develop a fully inclusive model for our students with disabilities in the North East intermediate, middle and high Schools. Students

in grades 3-12 work with regular and special education teachers in co-taught classes. This inclusion model has followed the Marilyn Friend model of co-teaching.

The North East School District utilizes PATTAN and the local IU's training sessions to enhance current supports and services offered to special education students. Special education staff realize the importance of educating students and having them access the general education curriculum. District trainings have focused on developing instructional strategies for students in the general education setting.

Depending on district needs or PDE sponsored initiatives the district utilizes a train-the-trainer model to ensure that students with disabilities have access to the general education curriculum in their least restrictive environment.

The District has opened a second Autistic Support classroom as well as a Life Skills Classroom in order to increase its capacity to support students with low incidence disabilities in their neighborhood school.

Davis Primary is currently in its first year of implementation with the Beyond Dyslexia Grant. This initiative is being implemented as a tier one, two and three level of support. The focus of the first year is consistent instruction in phonemic awareness for 10-12 minutes a day as part of the core reading program for grades K-2. The second year will consist of the implementation of a 30 minute core phonics lesson daily, also in grades K-2. Not only are teachers being instructed on the framework of early literacy skills for student acquisition, but they are also being trained on research based instructional strategies for the delivery of these skills.

3. During the 17-18 school year, the North East School District was aligned with the state average with regards to students being serviced in the regular education setting 80% or more of their day. NESD serviced 62.5% of their students at this level while the state average was at 62%. NESD services only 5.8% of our students inside the regular education classroom less than 40% of the time while the state average is at 9.3%. In regards to students placed in other special education settings, 5.4% of our students are represented in this setting while the state is 4.9%. These students are typically those that require an approved private school setting either based on emotional or developmental needs that far outweigh the capacity of the school-based program despite using a number of supplementary aids and services.

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.

1. North East School District recognizes that learning occurs within an environment that is conducive to learning. Establishing an optimal learning environment not only relies on instructional planning, but it also relies on effectively managing the learning environment.

In order to effectively manage the learning environment, it is necessary to establish interventions for student behavior. The North East School District believes that behavioral interventions for students receiving special education services need to be positively based, as minimally intrusive as possible, focused on teaching students appropriate behaviors, and always respectful of the student's human dignity. Each building within the school district has a series of school wide positive behavior supports built into their daily school program and appropriately geared towards the developmental needs of the students they serve. These positive behavior supports include student recognition, tangible and non-tangible reinforcers, field trips, assemblies, edibles, and verbal reinforcement.

Not all students with IEP's need behavior plans formally written into their IEP's.

Individualized techniques are developed for those students who exhibit behaviors that interfere with their learning or the learning of others, and who have not responded to the school wide positive behavior support systems. Written behavior plans are developed from a functional behavior assessment (FBA) when the behavior persists despite documented interventions, is a risk to someone's safety, results in chronic discipline or suspensions, or a more restrictive placement option is being considered.

The North East School District's policy 5151.4 Behavior Support, outlines the use of positive behavior support.

The policy's purpose and authority is stated as follows:

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 a disability 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 laws and regulations.

The Board directs that the district's 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 have shown to be unsuccessful.

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 policy's delegation of responsibilities and guidelines state the following:

The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations. The Superintendent or designee shall develop administrative procedures to implement this policy. The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will

be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy. The Superintendent or designee shall maintain and report data on the use of restraints, as required by PDE. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools. Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP. When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

2. Staff training and positive behavioral support takes place on several different levels, specifically:

- The school district continues to maintain a behavioral health counselor to work with our students and staff as part of our behavioral health support system. The counselor sits on our building level SAP (Student Assistance Program) teams as well as our case management teams where behavioral concerns and interventions are discussed with building teams. Students meet with the counselor and if additional supports are necessary the student may be referred to outside community agencies who may work with the student in the school as well as home setting.
- Special education staff are trained via staff meetings and on an individual basis on the following:
 - How to address behavioral concerns via goals established in the student's IEP or positive behavioral support plan.
 - The use of positive rather than negative measures in designing interventions.
 - The use of the least restrictive behavior supports necessary to maintain an appropriate change in behavior.
 - How to identify appropriate replacement behavior.
 - How to provide instruction in task and/or work-related behaviors which lead to increased academic growth and post-secondary school opportunity.
 - How to use research or evidence-based procedures which can be faded - normalizing consequences to a level and type, found in the community.
 - How to use components of the District's discipline policy as appropriate.
 - How to collaborate with all appropriate staff and parent (guardians) as part of the IEP team process, when making decisions regarding change in placement.

- The District has invested in two certified Handle with Care trainers over the last several years.
- The District's commitment to offering staff certification and recertification on a timely basis is paramount for student success.
- The premise of the HWC training is to provide prevention strategies, positive supports, and verbal de-escalation where necessary.
- The District certifies administrators, teachers, paraprofessionals, bus drivers and aides in our transportation department.
- The verbal de-escalation training component is embedded in the Handle With Care training sessions that staff receive. Trainers model the verbal de-escalation techniques and then have the staff being trained practice these techniques.
- The District has invested in two certified Ukeru trainers during the 18-19 school year due to the increase in size and behavior of a particular student. Ukeru offers deescalation techniques as well as blocking techniques that permits staff to keep the student as well as themselves safe without having to use restraint techniques. The implementation of Ukeru has given staff another tool to assist with the de-escalation of students prior to having to move to a restraint.

3. The District has contracted with an outside agency to develop a refocus room for the elementary building to support students behaviorally in the general education setting. The District has increased our behavior contract hours with the IU in order to support our students identified as having behaviors that impede their learning or the learning of others. During the 18-19 school year the K-2 Autistic Support classroom saw an influx of six kindergarten students. Given the severity of these students' communication and behavior needs, the District contracted with an outside agency to have 20 hours of BSC per week focused on our two Autistic Support classrooms. The District has employed a Student Assistance Liaison who currently services the middle and high school for a total of four days per week. The District has a contract with an agency to provide out-patient services within the school setting. The amount of support increases with the needs of the student population. As part of this contract, there is a set of funds paid for by the district to support students whose families have limited financial means.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements

not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.

3. Discuss any expansion of the continuum of services planned during the life of this plan.

1. The District utilizes a framework of support systems both in the District as well as through agencies and neighboring districts in order to ensure FAPE for all students. The District assesses its continuum of services on an annual basis in order to determine if there are any gaps in the services we are providing for our students either directly or indirectly.

The district does not currently have difficulty ensuring FAPE for a particular disability category. All children with special needs are in appropriate placements at this time. Children with dual diagnoses of Autism and emotional disturbance continue to be a challenge for our district. To ensure these students' needs are met, we provide ongoing training to our special education teachers on how to utilize information from an FBA to develop a positive behavior support plan. We are also currently working with the Autism Society of Northwestern Pennsylvania to determine and then potentially purchase an appropriate social skills curriculum for students at varying degrees of social/emotional development. The District does not currently have any emotional support classrooms on our campus due to the relatively low numbers of ES students in our population, however, just this year, we have contracted with an outside agency to staff a refocus room at the elementary level. The sole purpose of this room is to support students who are struggling behaviorally and who may or may not have been identified as eligible for special education services. We also house two autistic classrooms at the elementary level and just opened a Life Skills Classroom at this level as well.

2. The North East School District continues to coordinate with outside agencies to provide appropriate services to students. We firmly believe that successful educational programs are rooted in collaboration among families and services providers.

The North East School District also partners with local agencies and providers such as The Barber National Institute and Sarah Reed Children's Center. Both provide a 15 day Acute Partial Hospitalization Program. Sarah Reed Children's Center (SARCC) provides a partial hospitalization program for students with emotional support services beyond that which the North East School District can provide. The North East School District also works with the Barber National Institute, a local Approved Private School, as a placement option for individuals with intellectual disabilities, multiple disabilities, and individuals with autism. We partner with Community Country Day School for students that have emotional and behavioral issues as they are an approved private school option for emotional support. The North East School District has recently began using our cyber program for students with anxiety and school avoidance issues. Students on cyber alone tend to struggle with pacing and understanding content. The District therefore offers tutoring hours as well for students so they have the opportunity to continue to develop a rapport with a district staff member, while receiving access to the general education curriculum from their home. Through coordination with their mental health therapists, physicians, family and IEP team, as well as the creation of a hybrid school program, we slowly work on transitioning them

back to a school building as their health permits. The North East School District continues to utilize inter-agency collaboration to improve our program's capacity. The District utilizes the IU and other resources as necessary when situations arise where the provision of FAPE is difficult to provide. While the LEA has only two students on instruction in the home, we collaborate with local IU physical therapy, occupational therapy, and assistive technology providers to ensure FAPE for each of these students. The LEA also utilizes the services of the hearing impairment and visual impairment IU staff to provide for children with special needs. The North East School District has established a monthly CST (Clinical Support Team) at the elementary level to creatively plan for and monitor the needs of the elementary autistic population. The team utilizes the services of a psychiatrist as necessary, as well as local agency behavioral specialists, to coordinate services received by our students with Autism. We also work closely with the local partial-hospitalization program when a student's needs raise to their level of service. We participate in JPT and ISPT review meetings and offer suggestions for student interventions. The district also has a partnership with the Achievement Center to provide year- round, on-site out-patient mental health counseling for students.

3. In the future, we are looking at increasing our SAP hours at the high school as well as adding a SAP liaison at the elementary school. The offering of an Emotional Support Program at any and all of the three levels is also an ongoing consideration, as is the expansion of the AS programs into the middle school level and/or the expansion of the Life Skills programs into the High School Level. The District will continue to review, assess, and evaluate placement and identification data prior to making any final decisions in these areas.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Harborcreek Junior/Senior High School	Neighboring School Districts	Autistic	2
Seneca High School	Neighboring School Districts	Autistic	2
Seneca Junior/Senior High School	Neighboring School Districts	Life Skills	4
Sarah Reed Partial Hospitalization	Other	Partial Hospitalization	1
Career Alternative Education Program	Other	Alternative Education	2
Elizabeth Lee Black School of BNI	Approved Private Schools	Autism	2
Elizabeth Lee Black School of BNI	Approved Private Schools	Life Skills Support	1
Iroquois Jr./Sr. High School	Neighboring School Districts	Life Skills Support	1
Wattsburg Elementary School	Neighboring School Districts	Emotional Support	3
Community Country Day School	Approved Private Schools	Emotional Support	1
Community Country Day School	Other	Partial Hospitalization	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	2	0.25
Justification: When the IEP team recommends a student placement that is outside the maximum age range, justification is included in the affected students IEP.				
Locations:				
Davis Primary	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	5 to 7	1	0.13
Locations:				
Earl C. Davis Primary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 7	5	0.62
Locations:				
Earl C. Davis Primary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 26, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	15	1
Justification: The IEP team has determined that moving to this program in the Middle school from the elementary school is in the best interest of the child.				
Locations:				
North East Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 27, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	15	0.6
Justification: This position services grades K-2. Students outside the age variance of three years are not serviced together.				
Locations:				
Davis Primary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	6	0.4
Justification: This position services grades K-2. Students outside the age variance of three years are not serviced together.				

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

Program Position #4 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	10	0.5
Locations:				
North East Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	10	0.5
Locations:				
North East Intermediate	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 27, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	15	0.6
Locations:				
North East Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	3	0.4
Locations:				
North East Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
-----------------	------------------	-----------	----------	-----

Itinerant	Speech and Language Support	5 to 16	65	1
Justification: Speech teacher services students in all buildings				
Locations:				
North East Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 27, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	15	0.5
Locations:				
North East Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	8	0.5
Locations:				
North East Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 23, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	5	0.25
Locations:				
North East Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	15	0.75
Locations:				
North East Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type: Class

Implementation Date: September 23, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	10	0.5
Locations:				
North East Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	10	0.5
Locations:				
North East Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 1, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	15	0.5
Locations:				
North East High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	10	0.5
Locations:				
North East High School	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: Class

Implementation Date: September 1, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	10	0.3
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	11	0.55
Locations:				
North East High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	15 to 18	1	0.15
Locations:				
North East High School	A Senior High 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 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	0.5
Locations:				
North East High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	10	0.5
Locations:				
North East High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	0.5
Locations:				
North East High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	10	0.5
Locations:				

North East High School	A Senior High School Building	A building in which General Education programs are operated		
------------------------	-------------------------------	---	--	--

Program Position #14 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 27, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 10	7	0.88
Justification: The IEP team agrees that FAPE can still be provided even though the age range exceeds the guidelines in 14.146.				
Locations:				
North East Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	7 to 11	1	0.12
Justification: The IEP team agrees that FAPE can still be provided even though the age range exceeds the guidelines in 14.146.				
Locations:				
North East Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 28, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 11	10	0.5
Justification: This program will service a group of students with low incidence disabilities. While students of varying ages will be serviced in the room, they will be educated based on their needs.				
Locations:				
North East Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	5 to 11	10	0.5
Justification: This program will service a group of students with low incidence disabilities. While students of varying ages will be serviced in the room, they will be educated based on their needs.				
Locations:				
North East Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 1, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	15	0.75
Locations:				
North East Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	10	0.25
Locations:				
North East Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Director	North East School District	1
School Psychologist	North East School District	1
Paraprofessionals	Multiple Buildings	13.5
Student Assistance Liason/ Mental Health Support Staff	North East Middle and High School	0.8

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Transition Services Center at the Erie County Tech School Campus	Area Vocational Technical Schools	13.75 Hours
Assistive Technology	Intermediate Unit	1.5 Hours
Behavior Specials Consultant	Outside Contractor	20 Hours
Behavior Specials Consultant	Intermediate Unit	1 Days
Occupational Therapist	Intermediate Unit	2.5 Days
Physical Therapy	Intermediate Unit	1 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

None is needed at this time.

District Accomplishments

Accomplishment #1:

The district has consistently achieved high academic success. The North East School District is ranked in the Top 100 Best school districts in the State of Pennsylvania. We are committed to providing and offering outstanding academic and extracurricular programs for our students K-12. We are proud of our schools and the achievement of our students both academically and socially and proud of the commitment of the entire staff, administration, school board and community for the success of our children.

Accomplishment #2:

We are proud that the North East School District is the hub of the community. We have great partnerships and value our parents and the community partnerships.

Accomplishment #3:

Our students and families go above and beyond to volunteer in the community. They are always willing to give time to collect food donations for the local food bank, provide supplies to our local thrift shop, provide socks, mittens, and school supplies for our families in need.

District Concerns

Concern #1:

Funding continues to be an issue for our school district due to the increased demands through unfunded mandates, additional state initiatives and requirements, increased health care costs, and retirement costs.

Concern #2:

The North East School District has experienced an increase in the number of mental health concerns and higher needs in our special education students being educated on campus. The district added an autistic classroom at the elementary school to meet the increased needs in this area. We are also experiencing increased emotional and mental health issues among our children. The additional staffing and training needed to successfully implement new programs will take time and funding. We continue to seek support from local, county and state agencies to help meet the needs of all our children.

Concern #3:

Professional development continues to be an important element that supports teaching and learning. Professional development must continue to be planned across a span of years. Planning should continue to include professional learning that aligns with district and school goals and linked to implementation in the classroom.

Concern #4:

The North East School District has seen an increase in the number of families who qualify for free and reduced meals. All four buildings would qualify for Title I services should the district choose to seek designation for a school-wide program. With this comes increased demands for programming above and beyond what is offered academically. What this will mean for the district moving forward is an unknown at the present time. The school district continues to perform at high levels academically despite the growth in this area. We thank our dedicated teaching and support staff, administrative team and commitment of the school board for continuing to make this a reality. It remains a concern however for the district in the coming years.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

Professional development continues to be an important element that supports teaching and learning. Professional development must continue to be planned across a span of years. Planning should continue to include professional learning that aligns with district and school goals and linked to implementation in the classroom.

Systemic Challenge #2 (*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:

The North East School District has experienced an increase in the number of mental health concerns and higher needs in our special education students being educated on campus. The district added an autistic classroom at the elementary school to meet the increased needs in this area. We are also experiencing increased emotional and mental health issues among our children. The additional staffing and training needed to successfully implement new programs will take time and funding. We continue to seek support from local, county and state agencies to help meet the needs of all our children.

The North East School District has seen an increase in the number of families who qualify for free and reduced meals. All four buildings would qualify for Title I services should the district choose to seek designation for a school-wide program. With this comes increased demands for programming above and beyond what is offered academically. What this will mean for the district moving forward is an unknown at the present time. The school district continues to perform at high levels academically despite the growth in this area. We thank our dedicated teaching and support staff, administrative team and commitment of the school board for continuing to make this a reality. It remains a concern however for the district in the coming years.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: District wide professional development needs assessment

Specific Targets: The training provided leads to an increase in overall student achievement.

Strategies:

Use of Diagnostic Tools and Interventions

Description:

(From SAS Website)

Ascertain, prior to instruction, each student's strengths, weaknesses, knowledge, and skills. Establishing these permits the instructor to adjust the curriculum to meet pupils' unique needs.

The Pennsylvania Department of Education offers Classroom Diagnostic Tools (CDT) to LEAs in Reading/Literature, Writing/ English Composition, Mathematics, Algebra I, Algebra II, Geometry, Science, Biology and Chemistry.

An intervention is a systematic attempt by educators to provide students with research-based supports that ensure meaningful access to the general education curriculum. These data-based interventions ensure students are provided with supports they need to meet and exceed grade-level standards. Interventions should be conducted in addition to grade level standards based core instruction.

SAS Alignment: Assessment, Instruction

Needs Assessment

Description:

A needs assessment is a systematic set of procedures undertaken for the purpose of setting priorities and making decisions about program or organizational improvement and allocation of resources. The priorities are based on identified strategies as outlined in the 2018 Needs Assessment Guidebook by the State Support Network, 1000 Thomas Jefferson Street, NW Washington, DC 20007-3835 202.403.5000 Statesupportnetwork@air.org.

SAS Alignment: Assessment, Instruction

Teacher Induction

Description:

This is a best practice endorsed by PDE. The intent of a teacher induction program is to provide a systematic structure of support for all beginning educators. An induction program can help new educators improve their skills, develop professional responsibilities, and ultimately positively affect student learning in the classroom. In addition to providing support to beginning educators, these programs allow more experienced educators to reflect upon practice and unite as a professional learning community as each individual works toward the same goal—improving the quality of education. The program includes a more meaningful assessment of actual teaching practice, focusing on teacher success through feedback on performance and growth.

SAS Alignment: None selected

Professional Learning Communities

Description:

This is a best practice recognized by PDE. Professional learning communities offer an infrastructure to address issues. "The structure provides a context of collegiality, which supports teachers and administrators in improving their practice through learning new curriculum and instructional strategies and the methods for interacting meaningfully with each child. Professional learning communities provide opportunities for professional staff to look deeply into the teaching and learning process and to learn how to become more effective in their work with students. Teacher learning comes first in such communities, with the firm belief that students cannot raise their level of achievement until teachers become more effective in their own practice." (Melanie S. Morrissey, Southwest Educational Development Laboratory, 2000)

SAS Alignment: Curriculum Framework

Best Practice Materials

Description:

The SAS website is a constantly expanding resource for educators. Best practices are identified throughout the various sections of the SAS website. In addition, other best practice approaches can be easily obtained from Internet Sources, Seminars, and other resources.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Implementation Steps:

Use of Need's Assessments and Instructional Priorities

Description:

A district team of administrators is responsible for ensuring that professional development is based upon needs assessments that are aligned with the district's instructional priorities and with educators' learning needs.

Start Date: 7/1/2020 **End Date:** 6/30/2023

Program Area(s): Professional Education

Supported Strategies:

- Use of Diagnostic Tools and Interventions
- Needs Assessment
- Teacher Induction
- Professional Learning Communities
- Best Practice Materials

Implementation of Professional Development with Fidelity

Description:

A district administrator or team of administrators is responsible for ensuring that district-wide professional development initiatives are implemented with fidelity.

Start Date: 7/1/2020 **End Date:** 6/30/2023

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

Supported Strategies:

- Use of Diagnostic Tools and Interventions
- Needs Assessment
- Teacher Induction
- Professional Learning Communities
- Best Practice Materials

Building Level Participation in Professional Development Activities

Description:

A district administrator or team of administrators is responsible for ensuring that all building administrators actively participate in professional development activities with their staff and can articulate key features of the initiative..

Start Date: 7/1/2020 **End Date:** 6/30/2023

Program Area(s): Professional Education

Supported Strategies:

- Use of Diagnostic Tools and Interventions
- Needs Assessment
- Best Practice Materials

Funding and Resources for On-going Implementation of Professional Development

Description:

A district administrator or team of administrators is responsible for ensuring that the majority of professional development resources (time, money and human) are used to support on-going implementation.

Start Date: 7/1/2020 **End Date:** 6/30/2023

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

Supported Strategies:

- Use of Diagnostic Tools and Interventions
- Needs Assessment
- Best Practice Materials

Professional Development Enhances Content Knowledge and Classroom Support Strategies

Description:

Professional development enhances teachers' content knowledge, teaching skills with attention given to interventions for struggling students, classroom-based assessment skills, data analysis skills and skills applied when working effectively with parents and community partners.

Start Date: 7/1/2020 **End Date:** 6/30/2023

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

Supported Strategies:

- Use of Diagnostic Tools and Interventions
- Needs Assessment
- Teacher Induction
- Best Practice Materials

Professional Development Enhances Leaderships' Abilities and Decision Making

Description:

Professional development will enhance the educational leaders' ability to think and plan strategically, to analyze data, to make effective decisions, to create a culture of teaching and learning and to manage resources effectively. Training will be provided to assist in facilitating this step.

Start Date: 7/1/2020 **End Date:** 6/30/2023

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

Supported Strategies:

- Use of Diagnostic Tools and Interventions
- Needs Assessment
- Professional Learning Communities
- Best Practice Materials

Establishment of an Ongoing Monitoring Program of Professional Education Initiatives

Description:

There is an ongoing monitoring program (e.g., walkthroughs, classroom observations) that references implementation evaluations, which validate the overall effectiveness of Professional Education initiatives. Evaluations are based upon communicated expectations related to changes in teacher practice.

Start Date: 7/1/2020 **End Date:** 6/30/2023

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

Supported Strategies:

- Use of Diagnostic Tools and Interventions
- Needs Assessment
- Teacher Induction
- Professional Learning Communities
- Best Practice Materials

Use of PDE Online Resources for Teacher Professional Development

Description:

The Assessment (Tab: Teaching Frameworks) section of the Pennsylvania Department of Education's *Standards Aligned System* (SAS) is used to access the Framework for Teaching and SAS resources. The buildings will integrate into professional development sessions.

Start Date: 7/1/2020 **End Date:** 6/30/2023

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

Supported Strategies:

- Use of Diagnostic Tools and Interventions
- Needs Assessment
- Teacher Induction
- Professional Learning Communities
- Best Practice Materials

Goal #2: 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: Annual

Data Source: Student assistance referral data, out of school suspension data, and attendance data.

Specific Targets: Decrease out of school suspensions. Support referrals and number of students receiving supports/counseling.

Strategies:

Implementation Steps:

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection for a minimum of 28 days.

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 Nicholas Mobilia on 6/21/2019

Board President

Affirmed by Michele Hartzell on 11/21/2019

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Nicholas Mobilia on 3/7/2019

Board President

Affirmed by Frank McClard on 3/6/2019

Superintendent/Chief Executive Officer