



Northeast Bradford School District

**District Level Plan**

07/01/2020 - 06/30/2023

# District Profile

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## Demographics

526 Panther Lane  
Rome, PA 18837  
(570) 744-2521  
Superintendent: William Clark  
Director of Special Education: Shannon Gorman

## Planning Process

The district will solicit input and involvement in the design and development process individuals including parents of identified students, parents of regular education students, teachers, administrators, board directors, and community members to determine the needs of the district and to formulate specific action plans to address those needs.

## Mission Statement

***Our mission is to create a learning environment conducive to growing thinkers, fueled by a tenacious spirit of innovation, in pursuit of community-minded solutions to global issues***

## Vision Statement

***Spark Curiosity, Ignite Passion, Unleash Genius***

## Shared Values

We believe that all students have the potential to learn.

We value their unique individual talents.

We believe that student learning at all levels must be our primary focus.

We believe that through hard work and commitment we can reach our common goals.

## Educational Community

The Northeast Bradford School District is located on a consolidated campus in Bradford County, Pennsylvania. The district is rural and remote. Seven hundred thirty-six students comprise the K to 12-student body. Twenty-eight teachers who serve students K-6 staff the elementary school. The high school is home to twenty-nine teachers. The district's graduation rate is 97% and attendance exceeds 95%. Students have opportunities to take AP courses, dual enrollment courses through Mansfield and Clarion Universities, as well as Lackawanna College. More than fifty students regularly attend a vocational training program. The district also provides numerous extra-curricular opportunities in music and athletics. Younger students may participate in community athletic programs.

The district is the largest employer in the area and still functions largely as the social center of the community. For this reason, it continues to enjoy a great deal of community support.

## Planning Committee

Name	Role
William Clark	Administrator: Professional Ed. Special Ed.
Robert Moore	Administrator: Professional Ed.
Scott Webster	Administrator
Keith Bonin	Business Representative: Professional Ed. Special Ed.
Bruce Goble	Business Representative: Professional Ed.
Deborah Hicks	Community Representative: Professional Ed. Special Ed.
Annette Zern	Community Representative: Professional Ed.
Lee Anne Barrett	Ed Specialist - School Counselor: Professional Ed. Special Ed.
Colleen Kane	Elementary School Teacher - Regular Ed.: School wide Plan
Mary Ann Uhouse	Elementary School Teacher - Regular Ed.: Professional Ed. Special Ed.
Matthew Holmes	High School Teacher - Regular Education: Professional Ed. Special Ed.
Barbra Susanj	High School Teacher - Special Ed.: Special Ed.
Melissa Tewksbury	Middle School Teacher - Regular Ed.: Professional Ed.
Mary Harris	Middle School Teacher - Special Ed.: Special Ed.
Angela Allabaugh	Parent: Special Ed.
Erinn Wilks	Parent: Professional Ed.
Laura Osenbach	Student Curriculum Director/Specialist: Professional Ed.
Shannon Gorman	Student Services Director/Specialist

# Core Foundations

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## 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	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Non Existent	Non Existent
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
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	Non Existent	Non Existent
Early Childhood Education: Infant-Toddler→Second Grade	Non Existent	Non Existent
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

The district is currently not teaching courses to address standards marked as "NE."

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

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

The district is currently not teaching courses to address standards marked as "NE."

**Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
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	Non Existent	Non Existent
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Non Existent	Non Existent
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	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

The district is currently not teaching courses to address standards marked as "NE."

## 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	Non Existent	Non Existent
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	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

The district is currently not teaching courses to address standards marked as "NE."

## *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*

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

### *Unchecked answers*

None.

## High School Level

### *Checked answers*

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

### *Unchecked answers*

None.

Explanation for any standards checked:

The district's middle and high school level ELA and math curriculums are already aligned to the PA Common Core Standards.

## 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:

Principals will continue to coach instructional staff using the Teacher Effectiveness Tool and walk-through conversations. Teachers will work in PLCs to discuss data and student achievement, adjusting instruction to meet the needs of students. The alignment will be assessed using benchmark data as well as standardized test scores.



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

*This narrative is empty.*

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

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

Processes used to ensure Accomplishment:

Principals will continue to coach instructional staff using the Teacher Effectiveness Tool and walk-through conversations. Teachers will work in PLCs to discuss data and student achievement, adjusting instruction to meet the needs of students. The alignment will be assessed using benchmark data as well as standardized test scores.

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

*This narrative is empty.*

### **Middle Level**

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

Processes used to ensure Accomplishment:

Principals will continue to coach instructional staff using the Teacher Effectiveness Tool and walk-through conversations. Teachers will work in PLCs to discuss data and student achievement, adjusting instruction to meet the needs of students. The alignment will be assessed using benchmark data as well as standardized test scores.

The 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.	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:

Principals will continue to coach instructional staff using the Teacher Effectiveness Tool and walk-through conversations. Teachers will work in PLCs to discuss data and student achievement, adjusting instruction to meet the needs of students. The alignment will be assessed using benchmark data as well as standardized test scores.

The 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 rigorous standards-aligned curriculum.

Instruction is required to be differentiated to keep advanced students engaged and provide scaffolding to struggling students. Teachers are required to include these strategies in their lesson plans.

## Instruction

### *Instructional Strategies*

*Checked Answers*

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

*Regular Lesson Plan Review*

*Checked Answers*

- Administrators

*Unchecked Answers*

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

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

Administrators perform a required yearly formal observation as stipulated in the teacher contract. Beyond that, administrators frequently do five-minute instructional rounds, which provide teachers with immediate feedback and give principals a "snapshot" of instructional practices. Principals provide instructional coaching on an ongoing basis. All forms of observation are focused on instruction and evidence of student learning.

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

The district is participating in the PIIC cohort. We currently have two high school teachers who have been part of PIIC and are trained as coaches. This school year three elementary teachers are participating in the PIIC cohort.

***Responsiveness to Student Needs*****Elementary Education-Primary Level**

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

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

*This narrative is empty.*

**Elementary Education-Intermediate Level**

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

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

*This narrative is empty.*

### Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
The 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 less than 50% 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 less than 50% of district classrooms

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

Further, ongoing professional development is planned to support a blended learning model that will be implemented in the 2020-2021 school year. This professional development will include a variety of instructional strategies in blended learning that is learner-driven and used to differentiate instruction to meet the needs of all students at varying levels.

### High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
The 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 less than 50% 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 less than 50% of district classrooms

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

Further, ongoing professional development is planned to support a blended learning model that will be implemented in the 2020-2021 school year. This professional development will include a variety of instructional strategies in blended learning that is learner-driven and used to differentiate instruction to meet the needs of all students at varying levels.

### *Recruitment*

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

When looking for a new teacher, the Northeast Bradford School District strives to recruit highly qualified educators who understand a learner-driven environment and evidence-based instructional strategies used to differentiate instruction to meet the needs of all students, based on formative assessments.

## Assessments

### *Local Graduation Requirements*

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses			
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives	7.00	7.00	7.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

### *Graduation Requirement Specifics*

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

#### *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I, and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

#### *Unchecked answers*

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in 4.52(c) and may include the use of one or more Keystone Exams. Except for the replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
  - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
  - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
  - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in 16.32 (relating to GIEP).
  - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS, or charter school, including a cyber charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
  - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in 4.52(f).
  - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS, or charter school, including a cyber charter school, uses a local assessment that has not been independently validated; the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

### *Local Assessments*

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

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Common classroom assessments	X	X	X	X
PSSA/Keystone Exams		X	X	X

#### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
MAP	X	X	X	X
DIBELS	X			
Study Island			X	

#### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Classroom assessments aligned to PA Core			X	X

#### **Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
MAP	X	X	X	
CDT			X	X

### *Validation of Implemented Assessments*

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

Provide a brief explanation of your process for reviewing assessments.

Building principals and the curriculum director review assessments and assessment methods. Assessments, assessment methods, and assessment results are also reviewed during departmental PLC meetings.

### *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.

NA

### *Collection and Dissemination*

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

Benchmark and diagnostic data are available to teachers and administrators to analyze and use to inform tiers of instruction, small groups, and evidence-based practices that will facilitate differentiated learning.

### *Data-Informed Instruction*

Describe how information from the assessments is used to assist students who have not demonstrated the achievement of the academic standards at a proficient level or higher. Assessment results are shared and discussed with individual students. With teacher input, students create and track goals to meet.



### *Assessment of Data Uses*

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

Provide a brief explanation of the process for incorporating selected strategies.

The district has provided professional learning opportunities for teachers regarding evidence-based strategies. The use of these strategies is assessed and discussed through administrative instructional rounds.

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

NA

### *Distribution of Summative Assessment Results*

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

Provide a brief explanation of the process for incorporating selected strategies.

The district makes all assessment results available to all stakeholders and the community at public Board meetings. Individualized test scores are provided for the parents of each child. These can be discussed by appointment or at parent/teacher conferences.

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

The district selects time-efficient, effective methods for making this information available.

## Safe and Supportive Schools

### *Assisting Struggling Schools*

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

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

The district will focus efforts on reaching all students in all sub-groups to demonstrate student growth and achievement.

### *Programs, Strategies, and Actions*

Programs, Strategies, and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs				
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				
Placement of School Resource Officers				
Student Assistance Program Teams and Training			X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

The strategies not selected, although they have value, are not currently being implemented in our school system. The reason for this is the lack of funding, at this point.

### *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.)***

Exceptional children may be referred for evaluation by teachers or parents. Students must be in second grade or higher. The school psychologist tests students. At the elementary level, services will be provided during their daily WIN (What I Need) time. Students are engaged in evidence-based instruction that meets their needs.

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

Their teachers and/or parents typically identify students.

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

The school psychologist within the timeframe required conducts testing (using multiple measures). Parents and teachers provide additional information.

***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.***

Opportunities for enrichment and/or acceleration activities will be offered during daily WIN (What I Need) at the elementary level. GIEP students at the high school can take part in the dual enrollment program prior to their junior year.

### *Developmental Services*

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

Explanation of developmental services:

NA

### *Diagnostic, Intervention, and Referral Services*

<b>Diagnostic, Intervention, and Referral Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework				
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		
Small-Group Counseling-Educational planning				
Small-Group Counseling-Personal and Social Development	X	X		
Special Education Evaluation	X	X	X	X
Student Assistance Program			X	X

Explanation of diagnostic, intervention, and referral services:

NA

### *Consultation and Coordination Services*

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

Explanation of consultation and coordination services:

NA

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
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				
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Communication of Student Health Needs*

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

### *Frequency of Communication*

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

- Quarterly

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

- Quarterly

#### **Middle Level**

- Quarterly

#### **High School Level**

- 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.

Classroom teachers meet collaboratively with grade level and/or discipline teams, as well as with other support services to determine appropriate instruction and other services to meet students' needs.

### *Community Coordination*

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

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

The district houses an independently operated childcare facility on-site. The center provides care for elementary students before, after school, and during the summer. The district meets with local childcare center directors regarding the transition from child care/preschool to kindergarten.

The district provides placement for summer youth workforce candidates.

### *Preschool Agency Coordination*

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

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

The district works with local childcare facilities to provide a smooth transition to kindergarten. Early intervention involvement is noted and administrators seek to help teachers provide accommodations and interventions as required.

The district does not operate a pre-kindergarten program.

The district provides a school readiness screening at kindergarten registration. Any students showing a need are asked to attend Kinder-Camp during the summer to provide additional support to students who may not be prepared to make a smooth transition.

## 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

Explain the processes used to ensure Accomplishment.

The district will continue to employ a Curriculum Director who will oversee these efforts in conjunction with building principals.

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

NA

#### 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

Explain the processes used to ensure Accomplishment.

The district will continue to employ a Curriculum Director who will oversee these efforts in conjunction with building principals.

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

NA

**Middle Level**

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

Explain the processes used to ensure Accomplishment.

The district will continue to employ a Curriculum Director who will oversee these efforts in conjunction with building principals.

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

NA

**High School Level**

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

Explain the processes used to ensure Accomplishment.

The district will continue to employ a Curriculum Director who will oversee these efforts in conjunction with building principals.

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

NA



## *SAS Incorporation*

### Elementary Education-Primary Level

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in less than 50% 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	Not Applicable
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	Not Applicable
Early Childhood Education: Infant-Toddler&rarr; Second Grade	Not Applicable

English Language Proficiency	Not Applicable
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected”

The district is currently not teaching courses to address standards marked as "NA" at this level.

### Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Not Applicable
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	Not Applicable
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	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected”

The district is currently not teaching courses to address standards marked as "NA" at this level.

### 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	Not Applicable
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Not Applicable
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms

	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	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Implemented in 50% or more of district classrooms

A further explanation for columns selected”

The district is currently not teaching courses to address standards marked as "NA."

### 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
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	Implemented in 50% or more of district classrooms
Geography	Not Applicable
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	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Implemented in 50% or more of district classrooms

A further explanation for columns selected”

The district is currently not teaching courses to address standards marked as "NA."

### *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.

Other

Comments:

Although we have access to the Ealy Warning System, we are currently experiencing difficulty utilizing its features.

## Professional Education

### Characteristics

District's Professional Education Characteristics	EEP	EEl	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	EEl	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
It 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 a brief explanation of your process for ensuring these selected characteristics.

Administrators remain focused on providing professional development that focuses on 1.) Student learning, 2.) Research-based instructional strategies and 3.) Standards-aligned curriculum.

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

N/A

## *Professional Development*

### *Educator Discipline Act 126, 71*

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

<b>Questions</b>
The LEA has conducted the required training on:
4/3/2015
The LEA plans to conduct the required training on approximately:
4/7/2017

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

<b>Questions</b>
The LEA has conducted the training on:
9/18/2015
The LEA plans to conduct the training on approximately:
9/15/2017

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.

<b>Questions</b>
The LEA has conducted the training on:
4/3/2015
The LEA plans to conduct the training on approximately:
9/15/2017

## *Strategies Ensuring Fidelity*

### *Checked answers*

- Professional Development activities are based on 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 the implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.

- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

#### *Unchecked answers*

- Implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.

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

Professional development is designed based on need. The district determines PD content based on teacher feedback, administrator observations, and data. Administrators meet weekly to plan and develop monthly professional development. Included in this planning process is how the skill/strategy will be monitored for implementation and communicating expectations to teachers.

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

The effectiveness of some professional development initiatives is validated using an implementation evaluation. The district plans to create other implementation evaluations to validate the effectiveness of professional development initiatives.

### ***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 to develop a sense of collegiality and camaraderie.

*Unchecked answers*

None.

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

New teachers are provided with a Mentor. The Mentor is responsible for guiding the new teacher through the Induction Process. Documentation of meetings and material covered is required.

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

N/A

***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 a 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 a brief explanation of your process for ensuring these selected characteristics.

The Mentor teacher and the building principal monitor this process. The building principal meets with the Mentor teacher to discuss needs. New teachers are formally observed four times during the first year of employment.

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

N/A

### ***Mentor Characteristics***

*Checked answers*

- A 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 the 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., the purpose of the 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 a brief explanation of your process for ensuring these selected characteristics.

Mentors are selected by building administrators.

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

N/A

### *Induction Program Timeline*

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X	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

If necessary, provide further explanation.

N/A

### *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

Building principals meet frequently with new teachers and mentor teachers.  
Teacher Induction Committee meets once each year to evaluate the process based on feedback of current users.

### *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 provides a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- The LEA Chief Executive Officer on the Application for Level 2 Certification verifies completion.

*Unchecked answers*

None.

## Special Education

### *Special Education Students*

Total students identified: **147**

### *Identification Method*

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

The Northeast Bradford School District utilizes the discrepancy model to identify students that are suspected of having a learning disability. If a teacher suspects a child may have a learning disability, the teacher refers the student to the child study team. A team comprised of the building counselor, building principal, regular education teacher, school psychologist, and special education coordinator discusses the referral. The team reviews all existing data, including performance on assessments (classroom-based assessments, DIBELS, MAP, PSSAs, previous evaluations if applicable), teacher input, and progress monitoring data as available. Based on the information available, the team makes appropriate recommendations. If the determination is made that the student requires an evaluation, the support services office initiates the necessary paperwork.

Any parent who suspects their child may have a learning disability may also request an evaluation. Once such a request is made to school personnel, the support services office initiates the necessary paperwork.

Once a signed Permission to Evaluate form is received, the school psychologist will begin the evaluation process. The evaluation includes classroom observation, cognitive assessment(s), achievement assessment(s), record review (including performance on classroom-based assessments, local and state assessments), input from parents, input from teachers, and any other assessments deemed appropriate by the school psychologist. It is also necessary to determine if the student is failing to meet age or grade-level standards in one of the following identified areas: oral expression, listening comprehension, written expression, basic reading, reading fluency, reading comprehension, mathematics calculation, or mathematical problem-solving.

In addition to the data collection by the school psychologist, the evaluation will also determine that the observed academic difficulties are not the result of lack of instruction, impairment of hearing, speech, vision, or motor skills, intellectual disability, an emotional disturbance, cultural or environmental issues or limited English proficiency. If these factors are ruled out, and the student has significant discrepancy between his/her cognitive abilities and achievement skills on standardized assessments and fails to meet age or grade-level standards in one or more identified areas, then the student meets the criteria to be identified with a specific learning disability.

## *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 data of student enrollment for the Northeast Bradford School District does not demonstrate any significant disproportionalities.

## *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. Currently there are no facilities located in the Northeast Bradford School District providing services to nonresident students per Section 1306 of the PA Public School Code. In the event that a facility providing services to 1306 students moves to the Northeast Bradford School District, the district will fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under section 1306 of the Public School Code as indicated below.

2. When a student is placed in a residential placement, it is our responsibility as the residential district to work with the placing agency and residential program to develop an IEP for the students that ensures FAPE in the LRE. An IEP meeting would be scheduled to discuss programming and goal setting while the student is in placement. We would require quarterly progress monitoring and updated information on present levels of academic and functional present levels. When a prediction of discharge is imminent, a transition plan would be developed between the residential and host districts' LEAs.

3. The barriers that exist in the district's ability to meet its obligations would be the reliance on the host district's ability to communicate and collaborate with the district of residence. The implementation of the IEP relies on the host district that is serving the child.

### *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).

Northeast Bradford would ensure services under Section 1306.2 to any student eligible at Bradford County Correctional Facility. Troy Area School District is the provider of Education Services. Special education and regular education services are provided to students who are incarcerated at the Bradford County Prison. A teacher from the Troy Area School District monitors information pertaining to youth who are assigned to the facility and notifies Northeast Bradford of its responsibility to provide FAPE to any individuals who are eligible district residents. Record reviews and/or assessments are conducted and services are provided according to need.

If a student is placed in an RTF that is out of our region then the IPEP team will reconvene. Included in this meeting will be the facility placement administrator to ensure that educational services are appropriately provided.

### *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 Northeast Bradford School District is committed to providing quality instruction to each of its students. In an effort to provide this instruction to the fullest extent possible within the regular education setting, all members of the school staff work together to identify new and innovative ways to assure that children are being given what they need to learn. Use of curriculum-based measures, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Study Island benchmarks, MAP, and other local assessments help the district to determine the levels of students in mathematics and reading so that each individual need can be met, while still providing access to the regular curriculum. Also, PVAAS and PSSA data are used in the decision-making process. Collaboration among regular education, special education, paraprofessional, outside agency providers, and Title I staff helps create a program that meets each student's needs. The curriculum is aligned to the Common Core and NEB has found successful ways of using co-teaching to integrate the majority of our students with disabilities in the regular education setting with regular education curriculum. Furthermore, the Northeast Bradford School District utilizes training offered by BLaST Intermediate Unit 17 and PaTTAN in the areas of behavior support, transition planning, IEP development and implementation in a standards-aligned system, reading, and mathematics to ensure maximum integration. In addition, all teachers have participated in in-services related to Differentiated Instruction and Inclusionary practices.
2. Northeast Bradford utilizes special education supervision and curriculum/instructional supervision through IU 17. Transition planning support has been provided on-site through IU 17 and via staff attending training at the IU. Our administrative team attends PILS training throughout the year. Teams of teachers in the elementary school have participated in the MTSS Early Literacy and Math cohorts over the past two years. The district is also in the final year of Project Max initiative.
3. The State average for inclusion of students with disabilities 80% or greater of the school day is 62%. Northeast Bradford SPP is at 85.2% for the same category. Northeast Bradford exceeds the target for inclusion in the least restrictive setting. Currently, there are 6 identified students in full-time placements outside of the district. Any students educated outside of their home school environments were placed there based on IEP team decision-making process, which includes a thorough review of the students' needs, interventions that have been tried, parent input, and the educational benefit of the out-of-district placement.

### *Behavior Support Services*

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school-wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques, and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

The goal of the Northeast Bradford School District is to allow students with disabilities an opportunity to interact with same-age non-disabled peers in the regular education and school environment in an effective manner so potential behaviors do not impede their learning or the learning of others. The district is in the second year of School-Wide Positive Behavior Support implementation. Last month, both the elementary and secondary schools received passing scores on the Benchmark of Quality conducted by the IU. Over the next 3 years, the district will be implementing tier 2 and tier 3 PBIS supports at both levels.

Northeast Bradford School District employs a school counselor who works specifically on mental health and behavior. The district also provides positive behavior support training and programming. Students at the elementary and secondary levels are taught positive school behaviors. There are incentives and reinforcements provided for students who demonstrate these positive behaviors. Students with behavioral needs are given re-teaching opportunities to the extent possible. Development of functional behavior assessments and positive behavior support plans with appropriate specially designed instruction allows our exceptional students to participate in the Least Restrictive Environment. Furthermore, district personnel undergoes Quality Behavioral Solutions (QBS) training to help de-escalate behaviors of concern and manage aggressive behavior of students when presented.

The district collaborates with outside agencies such as Northern Tier Counseling and Concern, Inc. (for crisis evaluations) in Bradford County to provide students with a variety of Behavioral Health Rehabilitation Services (BHRS) at both the elementary and high school levels. The BHRS services include therapeutic staff support workers, behavioral consultant services, and mobile therapists. In addition, the Northeast Bradford Jr/Sr High School works in partnership with Northern Tier Counseling to provide the Student Assistance Program. Northeast Bradford provides on-site outpatient counseling for students and families. This licensed counselor comes to the school, meets with the student during his /her school day, and alleviates the travel of families to seek and attend counseling services more than 30 minutes from their homes.

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

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



The Northeast Bradford School District provides a free appropriate public education (FAPE) to its resident students. Learning support, life skills support, and speech and language support is available at the district level, while the remaining continuum of supports and placements are available through surrounding districts and/or Blast IU17.

When providing programming to hard to place students identified as exceptional, the Northeast Bradford School District utilizes an interagency approach, collaboration with surrounding school districts and BLaST IU17. Furthermore, the district works in partnership with outside agencies and service providers to provide programming for hard to place students. The notable gap in services would be evident with our students who need more intensive services based on their emotional/behavioral or Life Skills' needs, which exceed what we have been able to provide at the district. The district utilizes IU17 site-based programs for Autistic Support and Emotional Support when the student's needs exceed the level of support that can be provided through district programming. It is important to note that there is an excellent framework that exists within IU17 and contacts are identified to ensure expedient interagency collaboration in case of need.

The district will continue to review the special needs of our students and what services are offered at the district. NEB plans to continue developing teachers' instructional practices, which increase the level of support provided in the general education classroom. Students with low-incidence disabilities will be supported at the district level unless the IEP team determines a more intensive program outside of the district is appropriate. NEB currently educates students with Autism within our special education programming at the district level with the use of supplementary aids and services.

# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

- Establishment and Implementation of Student Assistance Programs at all of the 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. The child find data is collected, maintained, and used in decision-making. The child find processes and procedures are evaluated for their 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 the 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
Towanda Area SD	Neighboring School Districts	Autistic Support	3
Futures, Inc	Other	Life Skills	1
BLaST Academy of Integrated Studies	Special Education Centers	Emotional Support	4
BLaST Academy of Integrated Studies	Special Education Centers	Partial Programming	3

### Special Education Program Profile

#### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* September 1, 2014

#### 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 12	8	1
Justification: Exception determined to be appropriate by IEP team and outlined in IEP				
Locations:				
Northeast Bradford Elementary	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:* Position

*Implementation Date:* September 1, 2014

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	8	1
Locations:				
Northeast Bradford Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #3 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 1, 2014

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	21	1
Locations:				
Northeast Bradford Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 1, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 18	7	0.5
Locations:				
Northeast Bradford Jr. Sr. High School	A Junior/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	Life Skills Support	14 to 19	1	0.5
Justification: Life Skills classroom- the exception is justified and outlined in students' IEPs.				
Locations:				
Northeast Bradford High School	A Junior/Senior High 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:* September 1, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	22	1
Locations:				
Northeast Bradford Jr-Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #6 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* September 1, 2014

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	22	1
Locations:				
Northeast Bradford Jr-Sr High	A Junior/Senior High 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:* September 1, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	25	1
Locations:				
Northeast Bradford Jr Sr	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #8***Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 19	1	0.5
Locations:				
Northeast Bradford Jr Sr	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #9***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	59	0.8
Justification: Students are seen individually or in small groups of similar ages for speech and language support.				
Locations:				
Northeast Bradford Elementary	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 17	8	0.2
Locations:				
Northeast Jr-Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

### Special Education Support Services

<b>Support Service</b>	<b>Location</b>	<b>Teacher FTE</b>
Instructional Support Aides	Northeast Bradford Elementary	5.5
Life Skill Support Aides	Northeast Bradford Elementary	1.5
Instructional Support Aides	Northeast Bradford J/S HS	4.5
Special Education Administrative Assistant	Northeast Bradford School District	1
School Psychologist	Northeast Bradford School District	1
Special Education Supervision	Northeast Bradford School District	1
Life Skill Support Aides	Northeast Bradford J/S HS	2

### Special Education Contracted Services

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amount of Time per Week</b>
Occupational Therapy	Outside Contractor	24 Hours
Physical Therapy	Outside Contractor	6.5 Hours

# Needs Assessment

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## Record School Patterns

**Question:**

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

What other information do you still need to assess?

**Answer:**

This question has not been answered.

## District Accomplishments

**Accomplishment #1:**

The framework for MTSS has been implemented. Differentiation of instruction is occurring in Tier 1 allowing teachers to meet the needs of all students. Tier 2 and Tier 3 instruction is based on data.

**Accomplishment #2:**

The district has rebuilt its infrastructure to provide adequate Internet capacity to all students. We have increased the number of devices available to students.

**Accomplishment #3:**

The four-year cohort graduation rate is 94.8%.

## District Concerns

**Concern #1:**

Math achievement and growth are concerns across the district.

**Concern #2:**

PVAAS growth data shows that the highest achieving students and the lowest-achieving students are not showing growth at the same rate as their peers.

**Concern #3:**

Biology achievement is a concern.



## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Aligned Concerns:**

Math achievement and growth are concerns across the district.

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PVAAS growth data shows that the highest achieving students and the lowest-achieving students are not showing growth at the same rate as their peers.

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Biology achievement is a concern.

**Systemic Challenge #2** (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards-aligned curricula across all schools for all students.

**Aligned Concerns:**

Math achievement and growth are concerns across the district.

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PVAAS growth data shows that the highest achieving students and the lowest-achieving students are not showing growth at the same rate as their peers.

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Biology achievement is a concern.

# District Level Plan

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## Action Plans

**Goal #1:** Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

### Indicators of Effectiveness:

Type: Interim

Data Source: PSSA Reading and Math scores, grade 3-8; DIBELS; MAP; CDT

Specific Targets: Students in IEP and Economically Disadvantaged subgroups will show growth at the same rate as the whole cohort.

### *Strategies:*

#### *Fidelity to MTSS framework*

##### **Description:**

Based on research, Multi-Tiered Systems of Support provides tiered supports for students at varying levels of need, using formative assessments. Using this framework and blended learning models will allow for support for all students.

**SAS Alignment:** Assessment, Instruction

#### *Blended Learning Instructional Practices*

##### **Description:**

Blended learning Instructional practices will give teachers the tools they need to engage students on all levels.

**SAS Alignment:** Instruction

## ***Implementation Steps:***

### ***Formative Assessment***

#### **Description:**

Professional learning will focus on two questions: How do I know if they are learning? How do I respond if they are not learning? The Curriculum Director will work with teachers to create formative assessments and to utilize the data to inform tiers of instruction. Walkthrough data and use of PLC documentation will be used as evidence that will indicate that the implantation step has been implemented.

**Start Date:** 8/21/2019    **End Date:** 6/8/2023

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

#### **Supported Strategies:**

- Fidelity to MTSS framework

### ***Blended Learning Instructional Practices***

#### **Description:**

Research, educate, experience blended learning models. The Superintendent and the Curriculum Director will work with teachers to assist them in implementing a variety of blended learning models in order to facilitate student-centered learning.

**Start Date:** 8/19/2019    **End Date:** 6/8/2023

**Program Area(s):** Educational Technology

**Supported Strategies:** None selected

**Goal #2:** Establish a district system that fully ensures consistent implementation of standards-aligned curricula across all schools for all students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: PSSA and Keystone results

Specific Targets: All students will hit benchmarks on Common Core-aligned tests

***Strategies:***

*Curriculum Mapping*

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

**SAS Alignment:** Curriculum Framework

***Implementation Steps:***

*Universal Design for Learning*

**Description:**

The Curriculum Director will work with small groups of teachers to plan and implement Universal Design for Learning. Walkthrough data and use of PLC documentation will be used as evidence that will indicate that the implementation step has been implemented.

**Start Date:** 8/19/2019    **End Date:** 6/8/2023

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

**Supported Strategies:**

- Curriculum Mapping

# District Level Affirmations

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We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection 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 to meet or exceed the Pennsylvania academic standards in each of the core subject areas.

*No signature has been provided*

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*Board President*

**Affirmed by William Clark on 5/4/2018**

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as outlined 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 processes and procedures are evaluated for their 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 the 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 Wendy Carr on 4/29/2019**

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*Board President*

**Affirmed by William Clark on 5/4/2018**

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*Superintendent/Chief Executive Officer*