

Tussey Mountain SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

199 Front Street
Saxton, PA 16678
(814)635-3670
Superintendent: Gary Dawson
Director of Special Education: Jerry Shoemake

Planning Process

The Tussey Mountain School District is utilizing a process to develop our District Level Plan. This process will involve stakeholders within the district that includes teachers, administrators, Board of Education members, parents and community representatives:

A district planning committee will be utilized to provide guidance and input to the planning committees. The committee will also review the final plan when it is developed and recommend its approval to the District's Board of Education.

The district will be utilizing five planning committees that will encompass the following areas: Safe/Supportive Schools, Special Education, Professional Development, Curriculum & Standards, and Instruction & Assessment. Each committee will have a chairperson who will facilitate meetings and will serve on the district planning committee. the committees will review data, set goals and develop action strategies and plans. They will also evaluate plan effectiveness in their specific areas.

Mission Statement

The continuing mission of the Tussey Mountain School District is to provide a safe, stimulating and challenging environment where every person has an equal opportunity to attain the knowledge and skills necessary to become lifelong learners who contribute positively to society.

Vision Statement

The Tussey Mountain School District, united in purpose, will create an outstanding environment where all students and staff members are excited to work, learn and strive for excellence.

Shared Values

The shared values of the Tussey Mountain School District are reflected in an extended effort to provide for all students a wide range of curricular and extracurricular opportunities. The values of the district include: respect for oneself and others, student achievement, the building of self-esteem, the fostering of pride in one's community and a sense of equality, fair play and honesty.

Educational Community

The Tussey Mountain School District is located in rural Bedford and Huntingdon Counties of Southcentral Pennsylvania. The economic status of the school district is primarily lower to middle class. The district has approximately 50% to 75% of its student body on free/reduced lunches. There are limited community resources with very few businesses and industries in the district. The school district consists of one elementary school that serves children in grades K-4, one grade 5-8 middle school and a grade 9 through 12 high school. The district also consists of approximately 900 students and 150 professional and support staff. A large majority (approximately 95%) of district students are white.

Programs reflect an extended effort to provide for all students a wide range of curricular and extra-curricular opportunities. The values of the District include respect for oneself and others, student achievement, the building of self-esteem, the fostering of pride in one's community and a sense of equality, fair play and honesty. Our specialized programs include various academic programs and vocational classes. Students who opt to become involved with an approved vocational program attend the Bedford County Technical Center. The district has shown growth over the last two years. The elementary school and the senior high school showed growth last year. The middle school did not show growth last year. In an effort to keep current with the constantly changing world of technology, the district has implemented a district cyber school, upgraded the computer labs with state-of-the-art IBM and Macintosh computers, and utilized educational television for instructional strategies and curricular updates. The district has participated in both the EETT and Classrooms for the Future grants to enhance technology in the school setting. We have also purchased several class sets of Chrome Books. The district has also been a front runner in the area of Pre-K education since the late 1990's. The district currently operates a four year old program to enhance a child's success as they enter a school age program. The District also operates a three year-old program in conjunction with Head Start.

The regular education program is supplemented through the use of field trips and community resource personnel. Special education needs are being addressed through inclusion, learning support, emotional support, autistic support, life skills support, and gifted support programs as well as programs operated by Appalachia Intermediate Unit 8. In excess of 60% of graduating seniors pursue some form of post-secondary education. The graduation rate for the district has been

consistently over 86%. The attendance rate in the district's elementary and junior high buildings also has been consistently over 90%.

The Tussey Mountain School District offers programs for the enhancement of the community and needed services for students including a district operated pre-school for four year olds, multi-tiered system of support program (MTSS), K-12 Student Assistance Programs, drop-out prevention program, Title I remedial programs (K-8), comprehensive school guidance (K-12), comprehensive school health services, functional school libraries in all buildings, fine arts program staffed by certified personnel, strong and varied extra-curricular program in arts and athletics including varied clubs and National Honor Society, active parent-teacher associations (PTA) at the elementary level and several active parent booster programs. We also operate a three-year old program in conjunction with Head Start.

We believe the primary function of our public school system is to provide each student with the basic skills needed to become a productive member of a changing society. In general terms, this requires sequential development in the areas of reading, writing, mathematics, and specific survival skills. In order for students to attain basic skills, a positive attitude toward themselves and others, and proficiency in survival skills, a consistent and orderly learning atmosphere must be maintained. To this end, we have implemented a state recognized positive behavior support plan in our middle and high schools that is showing results in lowered discipline referrals and higher attendance rates. We recognize that instructional methods must allow for individual differences. Furthermore, each student should be made aware that it is his or her responsibility to be a constructive participant in school activities which instill the importance of human accomplishment, good citizenship, and work ethic.

The district strives to improve student academic performance by improving on an already positive educational environment seeking to increase student motivation and pride in academic success. The district believes that areas such as a standards aligned curriculum, effective instructional practices, consistent and effective discipline, communication from school community, comprehensive guidance program and access to modern technology are essential to the improvement of a learning environment.

The district strives to provide data to all community members about success levels. Various types of assessment procedures are used by the District.

Instructional course content may be adapted through additional or alternative methods of instruction based on student need.

In order to graduate from the Tussey Mountain High School, a student will complete 25 credits through the completion of a scope and sequence of planned courses in a comprehensive menu of curricular offerings.

A graduation career project will be required. Planning for the project will begin in grade 8 and will be completed by the first semester of grade 12. It will be assessed by faculty and administrators.

Planning Committee

Name	Role
Gary Dawson	Administrator : Professional Education Special Education Schoolwide Plan
Jerry Shoemake	Administrator : Professional Education Special Education Schoolwide Plan
John Baughman	Board Member : Professional Education
Brenda Folk	Board Member : Special Education
Roy McCabe	Board Member : Schoolwide Plan
Wayland Heath	Building Principal : Professional Education
Janelle Henderson	Building Principal : Professional Education
Matthew McCahan	Building Principal : Professional Education
Rodney Figard	Business Representative : Professional Education
Steve Stoudnour	Business Representative : Professional Education
Rick Heath	Community Representative : Professional Education Special Education
Emily Mervin	Community Representative : Professional Education
Steve Long	Ed Specialist - School Counselor
Megan Schneider	Ed Specialist - School Counselor : Professional Education
Taylor Shoemaker	Ed Specialist - School Counselor : Schoolwide Plan
Jennifer Akers	Ed Specialist - School Nurse
Kristen Barnett	Ed Specialist - School Nurse
Jackie Toye	Ed Specialist - School Psychologist : Special Education

Mike Angelo	Elementary School Teacher - Regular Education : Professional Education
Melanie Baer	Elementary School Teacher - Regular Education
Cheri Brown	Elementary School Teacher - Regular Education
Lindsey Corrigan	Elementary School Teacher - Regular Education
Shauna Donovan	Elementary School Teacher - Regular Education : Professional Education
Ben Gutshall	Elementary School Teacher - Regular Education : Professional Education
Irene Hoover	Elementary School Teacher - Regular Education
Stephanie Horton	Elementary School Teacher - Regular Education
Lysbeth Laird	Elementary School Teacher - Regular Education
Christy Leonard	Elementary School Teacher - Regular Education : Professional Education
Jessica Little	Elementary School Teacher - Regular Education
Danielle Lynn	Elementary School Teacher - Regular Education : Professional Education
Pam McDonald	Elementary School Teacher - Regular Education
Becky McElwee	Elementary School Teacher - Regular Education
Brad Morse	Elementary School Teacher - Regular Education
Morgan Stoudnour	Elementary School Teacher - Regular Education
Corie Taylor	Elementary School Teacher - Regular Education
Jennifer Treece	Elementary School Teacher - Regular Education
Jamie Villa	Elementary School Teacher - Regular Education
Christina Watkins	Elementary School Teacher - Regular Education
Tracey Williams	Elementary School Teacher - Regular Education
Bonnie Barton	Elementary School Teacher - Special Education : Special Education
Sue Curfman	Elementary School Teacher - Special Education : Special Education
Carrie Kichman	Elementary School Teacher - Special Education : Special Education
Amanda Adams	High School Teacher - Regular Education : Professional Education
Adam Baughman	High School Teacher - Regular Education : Professional Education
Kim Bowser	High School Teacher - Regular Education : Schoolwide Plan
Dan Brode	High School Teacher - Regular Education : Schoolwide Plan

Sonya Browell	High School Teacher - Regular Education : Special Education
Paul Brumbaugh	High School Teacher - Regular Education : Schoolwide Plan
Brittany Buterbaugh	High School Teacher - Regular Education
Christopher Carrier	High School Teacher - Regular Education : Schoolwide Plan
Roger Conley	High School Teacher - Regular Education
Kim Donaldson	High School Teacher - Regular Education : Schoolwide Plan
Sarah Elder	High School Teacher - Regular Education
Casey Flaherty	High School Teacher - Regular Education : Professional Education
Karen Gaston	High School Teacher - Regular Education : Schoolwide Plan
Bob Hummel	High School Teacher - Regular Education
Jodi Kormanski	High School Teacher - Regular Education : Professional Education
Kasey Kuhns	High School Teacher - Regular Education : Schoolwide Plan
Bree McCahan	High School Teacher - Regular Education
Valerie Morningstar	High School Teacher - Regular Education
Lindsey Myers	High School Teacher - Regular Education
Adam Runk	High School Teacher - Regular Education : Schoolwide Plan
Amy Snyder	High School Teacher - Regular Education : Professional Education
Doug Ebersole	High School Teacher - Special Education : Special Education
Toby Horsh	High School Teacher - Special Education : Special Education
Kim Rodgers	High School Teacher - Special Education : Special Education
Brian Brode	Middle School Teacher - Regular Education
Lois Bussick	Middle School Teacher - Regular Education : Schoolwide Plan
Nikki Gephart	Middle School Teacher - Regular Education : Professional Education
Julie Gutshall	Middle School Teacher - Regular Education
Bonnie Jenkins	Middle School Teacher - Regular Education

Sarah Johnson	Middle School Teacher - Regular Education
Kelly Lazor	Middle School Teacher - Regular Education : Professional Education
Jennifer May	Middle School Teacher - Regular Education
Eva Beth Sichko	Middle School Teacher - Regular Education : Professional Education
Erin Snyder	Middle School Teacher - Regular Education : Schoolwide Plan
Hattie White	Middle School Teacher - Regular Education
Davina Wiczorek	Middle School Teacher - Regular Education
Heather Baughman	Middle School Teacher - Special Education : Special Education
Sue McCool	Middle School Teacher - Special Education : Special Education
Sandra Kay Rickabaugh	Middle School Teacher - Special Education : Special Education
Melissa Hinish	Parent : Professional Education Special Education
Katie Stoudnour	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

We are currently looking for resources to help us teach economics to our youngest students.

Elementary Education-Intermediate Level

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

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

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

This narrative is empty.

Middle Level

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

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

We are a state recognized exemplar for our positive behavior support program, now in its 5th year.

High School Level

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

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

We are a state recognized exemplar for our positive behavior support program, now in its 5th year.

Adaptations

Elementary Education-Primary Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Environment and Ecology
- Science and Technology and Engineering Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Arts and Humanities
- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Middle Level

Checked answers

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

Unchecked answers

None.

High School Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology

- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Explanation for any standards checked:

The district has implemented the existing PA academic standards in all areas with the exception of Literacy in History/Social Studies, Science and Technical Subjects. This is currently being implemented.

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.	Accomplished
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.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

We are currently working to ensure that curriculum maps are being followed in classrooms by doing lesson plan checks and walk-through observations.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

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

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

The planned instruction provided by the Tussey Mountain School District contains several accommodations and modifications to allow all students to master a rigorous standards-based curriculum. These accommodations and modifications include:

Opportunities for remediation and enrichment have been included in each district planned course. These include student specific modifications that are determined appropriate by the classroom teacher within that curricular area.

A Multi-tiered system of support (MTSS) program has been implemented in grades K through 6 to assist students in mastering grade level standards.

Tutoring programs are provided district wide (K-12) throughout utilizing district staff to help support students struggling with their standards aligned curriculum.

The district provides a continuum of special education services to assist special education students in mastering the regular education curriculum.

All district planned courses are presently mapped to the appropriate PA Core Standards.

The district has implemented several assessment tools (both formal and informal) in order to assist staff in measuring student achievement and to determine if any additional accommodations or modifications are needed within the curriculum.

The district continues to purchase and utilize instructional materials and online resources that are standards aligned and provide additional opportunities for remediation and enrichment.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators

Unchecked Answers

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

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

The district will continue to utilize the following strategies to ensure standards aligned instruction among classrooms, grades and subject areas: annual instructional evaluations, formal classroom observations focused on instruction, peer evaluations/coaching, targeted walkthroughs and regular lesson plan review by the district administration. These are strategies the district currently utilizes and have found effective. It is the district's intent to further refine these strategies in order to provide more meaningful feedback to relevant staff members.

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

Tussey Mountain School district is a small, rural school with limited funds. At the present time the district does not utilize Instructional Coaches, Building or Department Supervisors. These roles are part of the district administration's responsibilities.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

High School Level

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

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

Recruitment

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

The Tussey Mountain School District primarily recruits effective and highly qualified teachers by utilizing the following: maintaining contacts with post secondary institutions and other school district employers, contacting references and other supervisors of potential instructors and to maintain a collective bargaining agreement that provides a competitive salary and benefits. On an annual basis (primarily in the summer months) district administration reviews data (PSSA, Study Island, class grades, etc.) to determine areas of need by building, grade level and subject area. Once these areas of need are established the district will assign a properly certified instructor who has demonstrated success, as determined by data review, to the specific area of need in order to improve student achievement.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	25.00	25.00	25.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	4.00	4.00	4.00
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 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

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work		X	X	X	X	
Civics and Government		X				
PA Core Standards: English Language Arts		X	X	X	X	
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X		X	X	
PA Core Standards: Mathematics		X	X	X	X	
Economics		X			X	

Environment and Ecology		X			X	
Family and Consumer Sciences		X	X	X	X	
Geography		X			X	
Health, Safety and Physical Education		X			X	
History		X		X	X	
Science and Technology and Engineering Education		X	X	X	X	
World Language		X			X	

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Portfolios of Student Work	X	X	X	X
Keystone Exams			X	X
PSSA		X	X	
PASA		X	X	X
PSSA-M		X	X	
Written Work by Students	X	X	X	X
Scientific Experiments		X	X	X
Teacher Developed CBA's	X	X	X	X
Textbook Assessments	X	X	X	X
Works of Art, Musical, Theatrical or Dance			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS	X	X	X	
Study Island		X	X	X
Textbook Assessment		X	X	X
Scholastic Reading Inventory	X	X	X	
AIMS Web	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Progress Monitoring	X	X	X	
Scientific Experiments		X	X	X
Written Work by Students	X	X	X	X
Textbook Assessments	X	X	X	X
Fitness Assessments		X	X	X

Works of Art, Musical, Theatrical or Dance			X	X
Teacher Developed CBA's	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Test			X	X
Textbook Assessments	X	X	X	X
Running Records	X			

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review		X	X	X
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

The district's administration and faculty determine the appropriateness of the various types of assessment through the following means:

1. Gather data on the effectiveness of the assessment instrument through researching the reliability and validity of the assessment.
2. Seek the input and assistance of the IU regarding any new assessment possibilities.
3. Review information provided by external resources (ie. vendors) regarding different assessment products and their effectiveness.

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.

Not Applicable

Collection and Dissemination

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

The district collects assessment data throughout the course of the school year. Listed below is the system utilized by the district to collect, analyze and disseminate data:

The district collects formal assessment data five times per year through benchmark testing and the implementation of the PSSA. This data is then loaded into On Hands, our student data program. The district also collects informal assessment data through individual teachers/subject area departments/grade levels during each marking period, and this is loaded into On Hands as well. Formal assessment data is disseminated to district leaders and instructional teams through various reports by grade level, individual student, assessment anchor, which are all available to each teacher through On Hands. Individual teachers provide informal assessment data gathered throughout the marking period to their grade or subject area peers. We have also developed a data team that helps teachers understand the data they are seeing. The district provides time and assistance for instructional teams to analyze this data a minimum of four times per year. These meetings occur primarily during professional development days and/or faculty meetings.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

The district provides its instructional teams formal assessment data as well as the time to review this data in order to determine student growth as it pertains to the academic standards. It also provides instructional teams the opportunity to use this data to adjust instruction and determine the need for remediation. Once instruction teams (either by grade level or subject area department) has reviewed the assessment data, strategies are developed by those grade level or subject area departments to address the areas of need. This is done through adjusting instruction, providing remediation/re-teaching, utilizing other curricular resources, etc. Once strategies are implemented, the teacher will monitor progress through informal assessments and again during the next implementation of formal assessments.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.		X	X	X
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		X	X	X

and/or identify instructional strategies likely to increase mastery.				
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The district provides opportunities for faculty to review the results from assessments on an ongoing basis. Also the district provides professional development as well as time for grade level or subject area departments to collaborate on strategies to address the areas of need as determined by the data. This includes adjusting instructional practices for achieving specific anchors, utilizing differentiated instruction, etc.

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

The district needs to continue to work on incorporating assessment results into instructional practices at the Primary level (specifically grades K through 2). The district purchased AIMS Web, which provides relevant data for primary teachers to use regarding instructional practices and also accurately measures the PA Early Learning Standards.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The district as a matter of practice utilizes various methods to share assessment data with its parents and the community at large. The district utilizes its website to share this information as well as directing the public to the Future Ready PA Index website. The district provides parent conferences throughout the school year and these conferences provide an opportunity to share assessment data as well as other items. the district also utilizes a school calendar, newsletter and student handbook to provide important and

current information to parents and the public. Information regarding summative assessments is provided as well.

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

The district has not utilized some of the above mentioned strategies due to the fact that all of the other strategies currently being used appear to provide the parent and public with relevant information. The district will review the other strategies listed above to determine if one or more of them could be a more effective means of sharing summative assessment information with the public.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The Tussey Mountain School District presently does not have any struggling schools within its boundaries. However, the district does have in place many strategies that can be utilized at the building level to address future concerns regarding lack of student achievement targets or attainment of academic standards. These strategies include:

1. Tutoring programs provided in all buildings either during or after the instructional day is complete. The tutoring focuses primarily on Reading and Math areas but also can support other curricular areas and homework completion.
2. District curriculum is aligned with the PA Core Standards in order to make sure all standards are being instructed to all students at appropriate grade levels.
3. A School Guidance program staffed by Licensed School Counselors to assist students in academic choices or concerns as well as other areas. School Counselors work with building administrators to identify struggling students.
4. A Multi-Tiered System of Support (MTSS) program is in place at the elementary school to address students who are experiencing difficulty meeting academic standards in ELA and Math.
5. Student Assistance Teams (SAP) exist in each district building for students in grade K through 12 to assist those students who may be experiencing drug/alcohol or mental health issues that are affecting student achievement.
6. Special Education programs and related services (including School Psychologist services) are provided to identify and support students who are having learning difficulties as it

relates to learning disabilities, emotional difficulties, speech/language difficulties, etc.

Programs, Strategies and Actions

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

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

The district has implementing a positive behavior program in both the high and middle schools. We plan to bring implement the program in our elementary school during the 2019-2020 school year.

The Tussey Mountain School District currently employs a School Resource Officer. This trained and armed police officer rotates through the buildings in the District. He works to build relationships with students and is responsible for all safety training in the District.

Screening, Evaluating and Programming for Gifted Students

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

The Tussey Mountain School District provides awareness activities (at least annually) to inform district residents and parents of gifted education programs and services. These activities include:

1. Information on the programs provided on the school district's website, newsletter, and the Parent/ Student Handbook
2. Information provided at Parent Night and Open House activities
3. Information provided at pre-school and kindergarten registration activities
4. Information provided to parents attending parent-teacher conferences

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

The Tussey Mountain School District utilizes the following process in order to locate students who are thought to be gifted and in need of specially designed instruction:

1. Input and recommendations provided by classroom teachers and other related service providers (i.e. guidance counselors, principal, school psychologist, etc.)
2. Informal classroom assessments such as test grades, classroom projects, etc.
3. Formal assessment data and other universal screening data such as: PSSA results, benchmark assessment results, individual IQ assessment data, and achievement test results.
4. Information provided by parents/ guardians.

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

The Tussey Mountain School District determines eligibility for gifted support using by utilizing multiple criteria. The need for gifted support for a potentially eligible student is determined through a review of classroom teacher(s) input, parent input, and a review of classroom performance. Also, a review of the student's formal assessment data is completed. The school psychologist also completes an IQ screening with the student. When all information regarding the student is gathered and reviewed, the district's school psychologist then conducts a formal evaluation in order to determine the student's eligibility for gifted services and programs. This evaluation will include ability and achievement testing, a summary of the previously collected assessment data, and input provided by the classroom teacher(s), parent, and other related service providers as needed.

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.

The Tussey Mountain School District provides opportunities in both acceleration and enrichment for eligible students in its gifted education programs. Accelerated academic opportunities are provided in grades K through 12 that directly reflect the student's strengths and interests. Accelerated coursework is not only provided in the core content areas, but also in other instructional areas as determined by the GIEP team. Educational enrichment activities are also provided at both the elementary and secondary levels. The enrichment activities are based upon student interests as determined by the GIEP team. Areas of enrichment activities provided to students include: foreign language, higher order thinking skills, research opportunities, writing opportunities, art, music, career exploration, technology opportunities, etc.

Developmental Services

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

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

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning			X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X

Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

The Tussey Mountain School District promotes collaboration between its staff and individuals from within the district itself and from outside agencies. The district's approach has been and will continue to be student centered in order to address the needs of students (especially student academic needs). Listed below are some collaborative efforts utilized by the school district:

School based mental health counseling provided by various county agencies for students in grades K through 12.

Behavior Specialist and Therapeutic Staff Support services provided by various agencies to students within the classroom and school setting.

Collaboration of early intervention services with Head Start in the district's 3 year old programs.

Various levels of special education services provided by the district and Intermediate Unit 8 to assist students with learning, speech/language, emotional and physical difficulties within the school setting.

Guidance Counseling services in grades K through 12.

School Psychological services in grades K through 12.

Tutoring programs provide to students in grades K through 12.

Student Assistance Teams provided for students in grades K though 12 that coordinate

various services and resources available within the county and local community to assist students with mental health or drug/alcohol concerns.

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 collaborates with one community operated day care center within the district. Primarily the district and the day care center collaborate regarding transportation of students to and from the district operated PreK programs for 3 and 4 year old students. Also the district and daycare center work together to recruit students into the PreK programs.

The district operates an after school program through the 21st Century Community Learning Center grant which provides the district opportunities to utilize community resources as presenters on various topics relevant to the area.

The district works in conjunction with the County Workforce Development Program in order to provide employment opportunities within the district during the summer months. Periodically in the past the partnership has also included employment opportunities after school during the school year.

The district currently offers its own tutoring programs and does not have a collaborative effort with any community resources. However there have been opportunities in the past where community volunteers have been utilized within the district as tutors.

Preschool Agency Coordination

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

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

The Tussey Mountain School District operates a both a 3 year old and 4 year old PreK program in collaboration with Bedford County and Huntingdon County Head Start. The district also contract PreK Early Intervention services with Appalachia IU 8.

The district coordinates activities with both County Head Start programs in order to identify eligible students. these activities include parent meetings, registration activities, home visits, advertisements in local media and district website. Eligible students are provided supports and accommodations through the program in the classroom, on transportation and in the home. These support include parent trainings, classroom modifications, assistive technology, speech/language support, etc.

Similar activities are provided to district students who attend the Early Intervention program contracted by the district through IU 8. This program serves the needs of those students who require more in depth supports and accommodations. In addition to those listed above this program also provides instructional assistant support, special education services, modified transportation, nursing services, etc.

Transition from the PreK setting to the school setting is accomplished through the following activities:

Parent nights are held to provide parents information and to answer questions about school programs and their expectations.

The Kindergarten teacher visits the PreK classroom to meet the students in order for the students to become familiar with their new teacher.

PreK students are taken to the new classroom and are exposed to the activities in the Kindergarten classroom.

A transition night is held by the district shortly before the start of the new school year in order for both parents and students to again meet the teacher and orient to the new classroom.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The district will continue to research and provide professional development activities (through district personnel, IU 8 personnel or other sources) that will effectively address

alignment of standards, differentiated instruction and implementation of appropriate accommodations and modifications.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The district will continue to research and provide professional development activities (through district personnel, IU personnel or other resources) that will effectively address the differentiation of instruction and the appropriate utilization of accommodations and modifications to deal with diverse learning needs.

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

N/A

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The district will continue to research and provide professional development activities (through district personnel, IU 8 personnel or other sources) that will effectively address alignment of standards, differentiated instruction and implementation of appropriate accommodations and modifications.

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

N/A

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The district will continue to research and provide professional development activities (through district personnel, IU 8 personnel or other sources) that will effectively address alignment of standards, differentiated instruction and implementation of appropriate accommodations and modifications

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% 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 less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of

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

Further explanation for columns selected "

At the present time district staff are utilizing the SAS website to access information regarding the PA standards and assessment anchors. The above listed areas of need will be further addressed by the district through professional development activities regarding the SAS website and its resources.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% 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 less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of

	district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

At the present time district staff are utilizing the SAS website to access information regarding the PA standards and assessment anchors. The above listed areas of need will be further addressed through district professional development activities regarding the SAS website and its resources.

Middle Level

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

	50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The district is continuing to provide professional development opportunities it relates to SAS resources. The areas listed above that are in need of attention will be addressed with appropriate staff over the next two school years.

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	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in

	less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The district is continuing to provide professional development opportunities as it relates to SAS resources. The areas listed above that are in need of attention will be addressed with appropriate staff over the next two school years.

Early Warning System

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

Not answered

Professional Education

Characteristics

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

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

The district will continue to solicit input from both teachers and school administrators on professional development activities that will enhance classroom effectiveness in their specific areas. The district administration also meets on a regular basis to determine what professional development will be needed to address educational changes as they are determined at the state and federal level. All staff members review data on an ongoing basis to determine if student needs in specific academic areas can be addressed with providing professional development to enhance teacher performance. Our gifted coordinator also regularly attends IU gifted programs training such as Gifter Boot Camp to keep updated on legislation and best practices.

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

The district needs to provide more effective strategies for staff as it relates to co-teaching and providing effective interventions for those students struggling in the classroom. As we continue our efforts at inclusion based special education, our teachers can use guidance on best practices. The district will research and provide professional development to staff members as it relates to differentiating instruction and providing effective interventions for those students who continue to struggle in the classroom.

Professional Development

Tussey Mountain SD Professional Development

Title:	Sexual Harrassment Training
Description	Training was provided to all professional staff regarding what constitutes sexual harrassment in the workplace.
Person Responsible	Janell Henderson
Start Date:	8/19/2019
End Date:	8/19/2019
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	1
# of Sessions:	1
# of Participants Per Session:	80
Provider:	School Administration
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Teachers were re-trained on what constitutes sexual harrassment in the workplace.
Research & Best Practices Base:	Sexual harrassment laws were read to staff and administrators role-played different scenarios.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with parents and community partners.

For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	<ul style="list-style-type: none"> • LEA Whole Group Presentation
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Administrators answered questions that teachers had about specifics.
Evaluation Methods:	<ul style="list-style-type: none"> • no sexual harrassment claims in the workplace

**Tussey Mountain SD
Professional Development**

Title:	Co-Teaching
Description	As we move towards more inclusive classrooms, we have contacted the IU to provide training for teachers in co-teaching situations to help them maximize their effectiveness. Evidence of completion will be Act 48 hours applied for as well as better collaboration in co-taught classrooms.
Person Responsible	Jerry Shoemake - Director of Education
Start Date:	10/14/2019
End Date:	1/24/2020
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Special Education
Hours Per Session	7
# of Sessions:	2
# of Participants Per Session:	30
Provider:	Appalachia IU8
Provider Type:	IU
PDE Approved:	Yes
Knowledge Gain:	We are looking to provide some training for our regular education teachers and special education teachers who work in the same classroom at the same time. We would like to maximize teaching time and insure that all of our students in all our co-taught classrooms are able to access the curriculum equally.
Research & Best Practices Base:	Since we have not experienced this training yet, we are looking to the teaching staff at the IU8 to discuss best practices for co-teaching. We are committed to moving toward more inclusion and we need training to take advantage of best practices.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • School counselors
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data

	<ul style="list-style-type: none">• Standardized student assessment data other than the PSSA• Classroom student assessment data• Review of participant lesson plans
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Tussey Mountain SD Professional Development

Title:	Multi-Tiered System of Support
Description	We have implemented a MTSS program in our elementary school. This is an ongoing project that is supported by IU8. Our teachers have undergone several trainings over the last two years, and we plan to continue with the IU training.
Person Responsible	Wayland Heath - Elementary Principal
Start Date:	8/19/2019
End Date:	6/1/2020
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services
Hours Per Session	3
# of Sessions:	3
# of Participants Per Session:	30
Provider:	Appalachia IU8
Provider Type:	IU
PDE Approved:	Yes
Knowledge Gain:	Teachers will continue to learn more about MTSS and applying the framework to their classroom efforts.
Research & Best Practices Base:	MTSS is a evidence-based program designed to help struggling students and to ultimately serve as an evaluation tool to determine if students qualify and are in need of special education services.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.

For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • School counselors • New Staff
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards,

	<p>classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none">• Student PSSA data• Classroom student assessment data• Review of participant lesson plans
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Tussey Mountain SD Professional Development

Title:	Positive Behavior Support
Description	We are in year 3 of our Positive Behavior Support Program, which we call our PRIDE Program. We will continue training our staff, especially new staff, so that we can continue to move forward with this program. Evidence of the effectiveness of this program has been determined by better attendance and fewer discipline referrals.
Person Responsible	Janell Henderson - High School Principal
Start Date:	8/19/2019
End Date:	6/1/2021
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services
Hours Per Session	3
# of Sessions:	3
# of Participants Per Session:	50
Provider:	Appalachia IU8
Provider Type:	IU
PDE Approved:	Yes
Knowledge Gain:	Our staff continues to grow as it pertains to positive behavior support. We have implemented a state recognized program with fidelity.
Research & Best Practices Base:	Our PRIDE Program is an evidence-based program that has proven over the course of the last two years to increase attendance and decrease discipline referrals.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning,

	<p>with an emphasis on learning.</p> <ul style="list-style-type: none"> • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • New Staff • Other educational specialists
Grade Levels:	<ul style="list-style-type: none"> • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none"> • School attendance rates and discipline referrals

Tussey Mountain SD Professional Development

Title:	Autism Training
Description	We need to do further training of our special education staff to increase strategies for dealing with students with autism. Our numbers are increasing, and we feel further training is necessary. Evidence of the training will be Act 48 hours applied for and a lessening of strss in our teachers who deal with autistic students.
Person Responsible	Jerry Shoemake - Director of Education
Start Date:	10/14/2019
End Date:	6/1/2021
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services
Hours Per Session	7
# of Sessions:	4
# of Participants Per Session:	10
Provider:	Appalchia IU8
Provider Type:	IU
PDE Approved:	Yes
Knowledge Gain:	Teachers will gain new insights in working with autistic students.
Research & Best Practices Base:	We look to the Appalachia Intermediate Unit 8 to provide professional development that is evidence-based. We are training specifically to learn best practices.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.

For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • School counselors
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and

	<p>preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Review of written reports summarizing instructional activity
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Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
10/18/2018 All Professional Staff
1/20/2019 All Support Staff

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

Questions
The LEA has conducted the training on:
10/10/2018 All professional educators completed four hours of online training provided through IU8.

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.

This section was not answered.

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.

- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.

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

The district administration gathers faculty input regarding needed professional development activities. District administration utilizes that data plus other data sources to determine appropriate professional development topics (i.e student assessment data, district level plan goals, information provided by PDE, IU 8, etc.). These strategies are ensured through the solicitation of input from staff and administration as to whether characteristics are being implemented, through formal evaluations and walkthroughs of district administration to determine if implementation is occurring and by periodic review of student achievement data to determine if any improvements have occurred.

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

The district does not utilize some of the above mentioned strategies since some of these strategies may not be applicable to certain types of professional development or a tool has not yet been created by the district to implement the strategy. The district is always open to implementing effective strategies in order to improve professional education activities. During the next school year the Professional Education Committee will review and develop ways to incorporate these strategies within the district's comprehensive plan.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

- Inductees will assign challenging work to diverse student populations.

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

The district ensures these characteristics through periodic meetings held throughout the school year with the new teacher, their assigned mentor and building principal to review if concepts have been or are being addressed. Both formal and informal evaluations/walkthroughs are conducted by the mentor teacher and building principal to determine implementation. Professional development activities are provided by both the district and IU 8 that address these characteristics.

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

The Tussey Mountain School District is a small, rural district and does not have a diverse student population. In the event the student population changes the district will address diversity issues with new staff through professional development activities.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.

Unchecked answers

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

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

The district maintains, as part of the induction process, a portfolio of the above mentioned activities for each new teacher. In order for an individual to satisfactorily complete the program all of this information must be reviewed and approved by the District Superintendent.

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

Although the district maintains data from previous induction programs, there is no second year teacher interview and the information from past programs does greatly influence future induction programs. The Professional Education Committee will revisit this process and determine an effective means of reviewing information from previous plans and to utilize it to further improve future induction programs.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills,

coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).

- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

None.

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

Through its Induction Plan the district maintains requirements that need to be met prior to the administration assigning a mentor to an inductee. Each potential mentor is interviewed by the administration and each requirement listed above must be ensured prior to the approval of the Superintendent and Board of Education.

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

N/A

Induction Program Timeline

Topics	A u g - S e p	O c t - N o v	D e c - J a n	F e b - M a r	A p r - M a y	Jun-Jul											
Code of Professional Practice and Conduct for Educators	X																
Assessments	X	X	X		X												
Best Instructional Practices		X		X													
Safe and Supportive Schools		X	X	X													
Standards		X		X	X	X	X										
Curriculum				X		X	X										
Instruction							X	X	X								
Accommodations and Adaptations for diverse learners								X	X	X							
Data informed decision making								X	X								
Materials and Resources for Instruction								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.

The district monitors and evaluates the effectiveness of its Induction Program through the following:

1. During the district's New Teacher Inservice Day a pre-assessment is utilized to help determine inductee needs.
2. Meetings held throughout the school year with the inductee, mentor and building principal (typically four meetings) to assess progress of both the inductee and the program.
3. A log book kept by the inductee and mentor that lists all induction activities and their perceived thoughts on the activities' effectiveness.
4. A post survey completed by both mentor and inductee that addresses possible strengths and need of the induction program and the inductee's experiences.

Recording Process

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

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

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **153**

Identification Method

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

The Tussey Mountain School District presently utilizes the traditional ability-achievement discrepancy model to determine if a Specific Learning Disability exists. The model is utilized in grades K-12. The district has implemented components of the Multi-Tiered System of Support (MTSS) in all buildings. Tussey Mountain uses a Project Connect

Team process. Our Project Connect Team includes the principal, the guidance counselor, the school psychologist, the director of education, the student's current teacher or teachers, and parents. Students who are not making adequate progress are identified through screening measures, teacher, or parent referrals. The Project Connect Team meets to develop specific interventions to address academic or behavioral concerns. Once interventions have been in place for a pre-determined amount of time, the team meets again to determine if meaningful progress has been made as a result of the intervention. If the student continues to struggle in spite of the intervention, a referral for a psycho-educational evaluation is made. If a direct referral for a psycho-educational evaluation is made by a parent, the Project Connect Team process is recommended so that data may be collected that can inform the evaluation process if interventions prove to be ineffective. The district's MTSS process includes a high quality standards-aligned curriculum, research based instruction, data-driven decision making, universal screenings, tiered interventions, and progress monitoring.

The Tussey Mountain School District uses an ability-achievement discrepancy model for identifying students with a Specific Learning Disability. A cross-battery approach to assessment is utilized to identify patterns of strengths and weaknesses with cognitive processing abilities and academic achievement skills. Additionally, a dual discrepancy consistency model is used to analyze data collected through standardized assessment batteries. Assessment results are considered as part of a comprehensive evaluation, which also includes data to support student performance during instruction and intervention. It is also determined that any discrepancy is not primarily a result of any of the following: limited English proficiency, vision and/or hearing impairment, intellectual disability, emotional disturbance, or background cultural factors. Also included in the data collection is input from parents/guardians and any teachers and service providers. Using this comprehensive data approach, it is determined if a student meets eligibility criteria for any physical or mental disabilities as defined in Chapter 14 of the PA School Code, and whether or not the student demonstrates a need for specially designed instruction.

Tussey Mountain School District also works with Intermediate Unit 8 to identify preschool students in need of special services who will be attending kindergarten the following year. A transition meeting is held with the families of each child and IU8 representatives to discuss placement and services prior to their enrolling in the elementary school. The District has improved its child-find activities by improving its instructional support and child find processes, utilizing school-wide assessments with the incorporation of AIMSweb, Classroom Diagnostic Tool (CDT), and Study Island assessments, and increasing Title I services in grades K-6.

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 district does not have any significantly disproportionate enrollment differences.

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?

Presently, Tussey Mountain School District does not act as a host district since there are no institutions/facilities within the district boundaries.

Under Section 1306 of the Pennsylvania School Code, the host district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility and for ensuring FAPE (free and appropriate public education) for identified students as per the IDEA and for students with Chapter 15 Agreements as per the Rehabilitation Act of 1973 and 22 PA Code Chapter 15.

For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host district must consider the educational placement options to educate the student in the district's public schools. If, through the IEP or Service Agreement process, the host district and parent determine that an alternative setting will more appropriately address the student's educational needs, the host school is responsible for providing FAPE and any needed special services consistent with the law. For students eligible for services, this means the home district is responsible for making decisions regarding IEP goals, specifically designed instruction, and educational placement for each student through the IEP team process. The host district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and as least as often as report cards are sent home. The host school district is also responsible for maintaining contact with the resident school district for conferring or meeting with the family and for developing a Service Agreement for a qualified "handicapped student" pursuant to Chapter 15

In addition to ensuring that an appropriate educational program is provided, the host school district has Child Find responsibility for children thought to be eligible for special education services and/or accommodations within the host school's jurisdiction. This responsibility includes locating and evaluating all section 1306 students with suspected disabilities, including, but not limited to, evaluating students for whom a request for an evaluation has been made.

The resident school district, where the student's parents reside has a financial obligation, a duty to cooperate regarding transfer of records, and a role in student monitoring and

educational planning. The host district is responsible for maintaining contact with the student's district of residence for the purpose of keeping the district of residence informed of its plans for educating the student and seeking the advice of the district with respect to the student.

The district has implemented the following system in order to ensure all students are receiving a free and appropriate public education (FAPE) in the least restrictive environment (LRE): The district works with the host district and Appalachia IU 8 to ensure FAPE. The district works with the host district and IU 8 regarding transfer of records and the planning and implementation of the student's educational program. This includes child find and intake, evaluation, placement and delivery of services and programs. Regular contact is maintained with the host district and IU 8 in order to identify student needs and special education services.

Presently no problems/concerns or barriers exist that limits the district's ability to meet its Section 1306 obligations. In the event the district would have a potential barrier the district would utilize procedures such as interagency meetings in order to assist in meeting its Section 1306 obligations.

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).

Tussey Mountain School District would implement the following system in order to ensure that all eligible incarcerated students would be offered a free appropriate public education: The district will work in conjunction with Appalachia IU 8 and the Host District to ensure FAPE. The following procedures have been established and would be implemented regarding these areas of FAPE: child find/intake, evaluation, placement and delivery of services and programs. Tussey Mountain School District supports and implements these procedures that have been established.

Regular contact will be maintained with the Host District and Appalachia IU 8 in order to identify students who are eligible for and in need of special education services. For those students who exit Tussey Mountain School District, residency will be determined and verified to ensure child find.

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.

Tussey Mountain School District continues to increase opportunities for the inclusion of students with disabilities (K-12) and all students with disabilities to participate in academic, non-academic and extracurricular activities. The school district will also continue to provide a continuum of placement options that range from itinerant through full-time placements. Specially designed instruction and supports are provided in the regular classroom. The district provides pull-out instruction and supports in the regular classroom. The district provides pull-out programs for those students exhibiting difficulty in the regular classroom setting. The district provides various schoolwide services for at risk students as well. These include: Student Assistance Programs, guidance services, school social work and school psychological services, school based mental health services and Multi-Tiered System of Support (MTSS) services.

When interventions are not deemed successful a multidisciplinary evaluation is initiated and placement is determined. The school district determines student placement by first considering the least restrictive environment. The following data is reviewed: evaluation reports, instructional support and/or MTSS data, medical information, reviews of previous academic performance data and informal assessment data. The student will receive the needed supplementary aides and services in the least restrictive environment. These aides and services will be determined by the IEP team and implemented within the general education curriculum. Supplementary aides and services may include one or more of the following: modifications/accommodations to curriculum, instruction or assessments, assistive technology, functional behavioral analysis/ behavior support plan, school psychological services, resource room support, district tutoring programs, etc. In the event that a student is not satisfactorily progressing in the regular education environment with the assistance of supplementary aids and services, the IEP team will reconvene and determine if a more restrictive setting is appropriate.

If a student is in need of a full-time placement or an alternative placement, an IEP meeting will be convened to make that decision. The decision will be based upon the fact that existing supports would not meet the student's needs. The school district will maintain regular contact with those students placed in neighboring school district programs to review student progress and to ensure participation with non-exceptional peers. Placements in approved private schools will only occur if student needs cannot be met within any other programs.

The school district's LRE data from the 2017-2018 school year indicates that 65.3% of the

district's students with disabilities were in the regular education classroom 80% or more of the time. This compares with the state average of 62.0%. The district's numbers of special education students in general education classrooms less than 40% and students served in other settings was too small to be determined. The district will provide the following over the next three school years in order to increase the number of Special Education students served in regular classrooms 80% or more of their time in school: Continue to increase inclusionary opportunities for district students with disabilities; provide professional development to staff in order to increase accuracy of LRE information reported to PIMS. Students with disabilities will continue to be encouraged to participate in extracurricular, athletic and vocational programs within the school district with accommodations provided as needed. All of the school district facilities are accessible to disabled students.

The district strives to have students participate in least restrictive environment with appropriate supports. The district continues to utilize the MTSS model within grades K through 6. The district has implemented a district-wide tutoring program for all students during the day (which includes students with disabilities) in order to provide additional academic support in the language arts and mathematic content areas. The district, in conjunction with Bedford County and Huntingdon County Head Start, operates two Pre-Kindergarten education programs for 4 year old children. These programs are based upon the Early Learning Standards and assist the district in providing supports at an early age to address student needs. The district operates two in-house approved Career and Technology Education (CTE) Programs and utilizes the Bedford County Technical Center's CTE programs in order to provide students vocational skills and training for the workforce. In all programs academic support is provided to students with disabilities in order to be successful in their selected program.

The district has utilized a variety of professional development activities for its faculty. The district utilizes seven professional development days during the school year to provide site based training on various topics. Site based training has been provided by Appalachia IU 8, educational specialists provided by vendors, local district staff and neighboring district staff. Faculty members have attended relevant conferences and workshops provided by agencies such as IU 8, PaTTAN, Higher Education Schools and selected vendors. The district has utilized on site consultation and technical assistance opportunities through agencies such as PDE, PaTTAN, IU 8, Bedford Technical Center and others. All of these training opportunities have assisted the district in providing staff members the tools necessary to support all students but also those with disabilities within the general education curriculum.

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.

Tussey Mountain School District has implemented a policy (#113.2) regarding behavioral support services that promotes the use of positive behavior supports in order for students with disabilities to benefit from a free and appropriate educational program in the least restrictive environment in accordance with the requirements in Pennsylvania's Chapter 14 regulations. The policy calls for training in techniques to (1) modify the contextual influences of behavior (2) teach socially appropriate alternative skills, and (3) reduce problem behaviors. Techniques will be shared with staff that utilize strategies to encourage positive behavior, as well as to provide alternative social and coping skills. The district will provide professional development to staff regarding de-escalation techniques to be used in relevant situations. A least to most intrusive hierarchy will be utilized. The district has implemented a school-based counseling program in grades K-12 to assist at risk students in developing appropriate skills needed to be successful in the regular education environment.

A behavior support plan that was recommended by the Pennsylvania Department of Education has been implemented. Positive rather than negative measures form the basis of the behavioral program. Aversive techniques, restraints or discipline procedures are not used in an educational program or for staff convenience or used as a punishment. The use of physical restraint, when implemented, will be documented as part of the child's crisis plan or behavior improvement plan. Teachers or other staff utilizing restraint procedures will be certified. Mechanical restraints may be included in a student's IEP only when recommended by a qualified medical professional and only to control involuntary movement or lack of muscle control. The following aversive techniques will not be used by any school personnel within the school district's programs: corporal punishment, punishment for a manifestation of a child's disability, locked rooms, boxes or other structures/spaces, noxious substances, deprivation of basic human rights, suspensions constituting a pattern, treatment of demeaning nature, electric shock.

Tussey Mountain School District began implementing a School-Wide Positive Behavior Interventions and Supports Program (SWPBISP) during the 2015-2016 school year. The SWPBISP is a proactive approach to student behavior management by establishing a positive, safe school climate through the teaching of behavioral expectations in the same manner as any core curriculum subject. The district continues to work with Appalachia IU8 Educational Consultants to develop a customized plan for our schools. All new teachers and staff members are trained in the process. The educational consultants provide professional development for the district's faculty, who implement the program. The SWPBISP promotes positive student behavior for all students through the implementation of clear, consistent behavioral expectations, teaching of appropriate behavior, and positive reinforcement. The district provides training regarding the development of behavior improvement plans to relevant teachers and staff. District personnel will be trained in the use, procedures and techniques regarding physical restraints.

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.

Tussey Mountain School District ensures FAPE to all district students. At the present time the district has not experienced any difficulty in ensuring FAPE for an individual student. However, if the district would experience difficulties ensuring FAPE the following procedure would be implemented:

The district will provide a multidisciplinary evaluation on the student and analyze the data provided in order to make an appropriate recommendation to the IEP team. The IEP team will convene and discuss a continuum of services that may be appropriate beginning with the least restrictive environment. The parent will be an integral part of the process. The district has supported FAPE in programs such as partial-hospitalization that assists students that need further therapeutic interventions that are not provided in the home school district. Also the district has utilized, as appropriate, the services of approved private schools to address various student needs such as blindness/visual Impairment or other physical, medical or social-emotional needs. The district would also utilize hospital/homebound programs as deemed appropriate. The District may also use licensed private academic facilities as deemed appropriate by the IEP team. Hospital and or homebound programs or instruction in the home will also be provided if deemed appropriate.

Once an appropriate placement is determined, the district will collaborate with Appalachia IU 8, neighboring districts, PaTTAN and the Department of Education for technical assistance and training necessary to provide appropriate supports and services. The district may also utilize the interagency process in any instance where a student's needs may only be met within a setting outside of the district.

The district will provide ongoing training, collaboration and consultation to staff, parents, etc. as needed in order to address the student's needs.

The district will continue to work with neighboring districts and IU 8 in order to implement appropriate programs and services for low incidence populations. During the life of this plan the district will continue to consider the expansion of its continuum of services as determined by student need.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Everett Area School District	Neighboring School Districts	Life Skills Support	4
Spring Cove School District	Neighboring School Districts	Life Skills Support	1
Extended Family Academy	Other	Emotional Support	2
Merakey School	Other	Autistic Support / Emotional Support	4

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 23, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	14	0.9
Locations:				
Tussey Mountain High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 17	3	0.1
Locations:				
Tussey Mountain High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 23, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 17	3	0.08

Locations:				
Tussey Mountain Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 23, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	16	1
Locations:				
Tussey Mountain Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 23, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	16	0.7
Locations:				
Tussey Mountain Junior/Senior 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
Itinerant	Emotional Support	16 to 19	2	0.3
Locations:				
Tussey Mountain Junior/Senior 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:* Class*Implementation Date:* August 24, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	11	0.5
Locations:				
Tussey Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 17	3	0.25
Locations:				
Tussey Mountain High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 12	3	0.25
Locations:				
Tussey Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 23, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 15	4	0.3
Locations:				
Tussey Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 12	17	0.7
Justification: During SLS instruction in the resource room there will be no more than 3 years age difference with the students at one time.				
Locations:				
Tussey Mountain Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	13 to 13	1	0.03
Locations:				
Tussey Mountain High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing	8 to 8	1	0.03

	Impaired Support			
Locations:				
Tussey Mountain Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 9	3	0.3
Locations:				
Tussey Mountain Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	12	0.7
Locations:				
Tussey Mountain Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 23, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	2	0.2
Locations:				
Tussey Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 12	7	0.8
Justification: There will be no more than 3 years age difference at any one time within the resource room.				
Locations:				
Tussey Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 23, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	12	0.7
Locations:				
Tussey Mountain Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 12	6	0.3
Locations:				
Tussey Mountain Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 23, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	12	1
Locations:				
Tussey Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	12 to 14	3	1
Locations:				
Tussey Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Speech and Language Support	5 to 10	4	0.23
Justification: Students will be grouped in 3 year age ranges for instruction				
Locations:				
Tussey Mountain Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 14	4	0.23
Locations:				
Tussey Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 14	1	0.09
Locations:				
Tussey Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 7	2	0.16
Locations:				
Tussey Mountain Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 21, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 14	7	0.9
Locations:				
Tussey Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	10 to 14	1	0.1
Locations:				

Tussey Mountain Middle School	A Middle School Building	A building in which General Education programs are operated		
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Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor	All District Buildings	0.5
School Psychologist	All District Buildings	1
Work Experience Program Coordinator (Transition)	Tussey Mountain High School	0.1
Instructional Assistant	Tussey Mountain High School	1
Instructional Assistant	Tussey Mountain High School	1
Instructional Assistant	Tussey Mountain Elementary School	1
Personal Care Aide	Tussey Mountain Elementary School	1
Personal Care Aide	Tussey Mountain Elementary School	1
Personal Care Aide	Tussey Mountain Elementary School	1
Personal Care Aide	Tussey Mountain High School	1
Personal Care Aide	Tussey Mountain Middle School	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Social Work	Intermediate Unit	1 Hours
Physical Therapy	Outside Contractor	8 Hours
Occupational Therapy	Outside Contractor	24 Hours

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

After reviewing the accomplishments and challenges of the buildings in the district, some patterns have developed.

When reviewing accomplishments all buildings maintain a high rate of student attendance. The PSSA participation rates in all buildings continue to be very high. All buildings within the district have 100% highly qualified teachers in their classrooms.

Some of the challenges indicated by the data include: There is a need to improve effective instructional practices in all classrooms and in all buildings. We have not shown adequate growth in all subjects at many grade levels, especially in math. There is a need to make sure all academic/common core standards are being implemented across all district classrooms in all district buildings. Our graduation rate is beginning to slip for the first time. Also there continues to be a need to provide quality professional development activities to all district faculty in areas relevant to improving student achievement.

District Accomplishments

Accomplishment #1:

The Tussey Mountain School District has implemented a positive school-wide behavior program with fidelity. Our program has been named a banner program by the Pennsylvania Department of Education

Accomplishment #2:

The Tussey Mountain School District continues to have high participation rates for its PSSA and Keystone Exams.

Accomplishment #3:

The Tussey Mountain School District has continuously ensured that all classrooms are staffed with highly qualified teachers.

Accomplishment #4:

The Tussey Mountain School District provides and effectively utilizes resources to address instructional needs and that meets all legal and ethical requirements.

Accomplishment #5:

The Tussey Mountain School District continues to work with community and booster organizations in order to enhance community support and to promote a positive school climate.

Accomplishment #6:

The Tussey Mountain School District has implemented standards based assessments that assist staff in monitoring student achievement and adjusting instruction.

Accomplishment #7:

The Tussey Mountain School District has implemented the Multi-Tiered Systems of Support (MTSS) model in grades K through 6 to provide interventions to at risk students in Math and Reading.

District Concerns

Concern #1:

There is a need for district and building administration to ensure effective instructional practices are being implemented in all classrooms across the District. This includes the use of best practices.

Concern #2:

There is a need to closely monitor the ongoing implementation of professional development practices and resources.

Concern #3:

There is a need for the district to offer further professional development for its staff on co-teaching in order to increase instructional effectiveness as we strive to include more special education students into our regular education program..

Concern #4:

There is a concern regarding student academic achievement. Students in the District are not showing adequate growth in math and English language arts.

Concern #5:

There is a concern that our drop-out rate has increased over the last two years

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:

There is a need for district and building administration to ensure effective instructional practices are being implemented in all classrooms across the District. This includes the use of best practices.

There is a need to closely monitor the ongoing implementation of professional development practices and resources.

There is a need for the district to offer further professional development for its staff on co-teaching in order to increase instructional effectiveness as we strive to include more special education students into our regular education program..

There is a concern regarding student academic achievement. Students in the District are not showing adequate growth in math and English language arts.

There is a concern that our drop-out rate has increased over the last two years

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:

There is a need for district and building administration to ensure effective instructional practices are being implemented in all classrooms across the District. This includes the use of best practices.

There is a need to closely monitor the ongoing implementation of professional development practices and resources.

There is a need for the district to offer further professional development for its staff on co-teaching in order to increase instructional effectiveness as we strive to include more special education students into our regular education program..

There is a concern regarding student academic achievement. Students in the District are not showing adequate growth in math and English language arts.

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

Aligned Concerns:

There is a need to closely monitor the ongoing implementation of professional development practices and resources.

There is a need for the district to offer further professional development for its staff on co-teaching in order to increase instructional effectiveness as we strive to include more special education students into our regular education program..

There is a concern regarding student academic achievement. Students in the District are not showing adequate growth in math and English language arts.

There is a concern that our drop-out rate has increased over the last two years

Systemic Challenge #4 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

There is a need for district and building administration to ensure effective instructional practices are being implemented in all classrooms across the District. This includes the use of best practices.

There is a need to closely monitor the ongoing implementation of professional development practices and resources.

There is a concern regarding student academic achievement. Students in the District are not showing adequate growth in math and English language arts.

Systemic Challenge #5 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

There is a need for district and building administration to ensure effective instructional practices are being implemented in all classrooms across the District. This includes the use of best practices.

There is a need for the district to offer further professional development for its staff on co-teaching in order to increase instructional effectiveness as we strive to include more special education students into our regular education program..

There is a concern that our drop-out rate has increased over the last two years

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

Aligned Concerns:

There is a concern regarding student academic achievement. Students in the District are not showing adequate growth in math and English language arts.

There is a concern that our drop-out rate has increased over the last two years

District Level Plan

Action Plans

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

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Interim

Data Source: PSSA data

Study Island Benchmark Assessments

Classroom Diagnostic Tools

Teacher Evaluations for Effectiveness

Specific Targets: District students will score increase their levels of proficiency on the PSSA tests.

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Instructional Coaching: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching> Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>)

SAS Alignment: Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Implementation Steps:

Increased opportunities for direct instruction.

Description:

Implementation of enrichment classes during the tenth period to offer remediation or enrichment to all students based on benchmark test scores.

Start Date: 8/19/2019 **End Date:** 6/1/2022

Program Area(s): Special Education, Student Services, Gifted Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

- Instructional Coaching: The Principles of Partnership
- Differentiating Instruction

Opportunities for Instructional Coaching

Description:

Further opportunities for peer observation, the development of a mentoring program/activity, and opportunities for grade level and department level collaboration on a monthly basis to review, develop and implement effective instructional practices. District administration will monitor programs and will utilize teacher evaluations and walkthroughs to measure progress.

Start Date: 8/19/2019 **End Date:** 6/1/2022

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching: The Principles of Partnership

Autism Training

Description:

District special education teachers will be provided further professional development on working with students with autism. Implementation will be measured through formal teacher evaluations and principal walkthroughs.

Start Date: 8/19/2019 **End Date:** 6/1/2022

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

Supported Strategies:

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

Goal #2: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Interim

Data Source: PSSA assessments, Study Island Benchmark Assessments, Teacher Surveys of professional development needs,

Specific Targets: Utilize teacher survey input to determine professional development activities, implementation of targeted practices (ie. differentiated instruction, curriculum mapping, technology usage, effective instructional practices) that will increase student achievement.

Strategies:

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

Resource:

<http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction

Implementation Steps:

Develop a three year plan for professional development taking into consideration teachers' reported needs.

Description:

Copy of three year plan

Start Date: 8/19/2019 **End Date:** 6/1/2022

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

Supported Strategies:

- Substantial Professional Development

Develop follow up procedure to ensure professional development topics are being utilized in classroom instruction.

Description:

Walk-through reports will reflect use of targeted practices

Teacher lesson plans will periodically include targeted practices.

Formal observations will reflect use of targeted best practices.

Start Date: 8/19/2019 **End Date:** 6/1/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Substantial Professional Development

Goal #3: Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Related Challenges:

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: Attendance rates, graduation rates, discipline referrals

Specific Targets: Attendance rates will rise.

Discipline referrals will decrease.

Graduation rates will rise.

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source:

http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

Resource:

<http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction

Implementation Steps:

Continue to develop our school - wide positive behavior program at the high school and begin to implement in the elementary school. Provide necessary training for staff.

Description:

We will continue to train our high school staff and use them as facilitators to expand the program into our middle school and elementary school.

Start Date: 8/24/2020 **End Date:** 6/1/2022

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

Supported Strategies:

- Substantial Professional Development

Goal #4: Provide professional development to staff that will help them to improve language and literacy acquisition for all students.

Related Challenges:

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Interim

Data Source: CDT scores, PSSA scores. AIMSWeb scores scores

Specific Targets: Increased individual scores on standardized assessments

Strategies:*Autism Training***Description:**

Autism training will be provided to all members of our special education staff as well as our counselors to help them learn best practices when working with students with autism.

SAS Alignment: Instruction, Assessment, Materials & Resources

Implementation Steps:

Continue to provide Language Essentials for Teachers of Reading and Spelling training to staff to allow them to improve language and literacy acquisition for all students

Description:

We have contacted our IU, and are currently making plans to have them come in and continue to provide training to our staff.

Start Date: 4/13/2020 **End Date:** 6/1/2022

Program Area(s): Professional Education

Supported Strategies:

- Autism Training

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Tussey Mountain SD.

District Level Affirmations

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

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

Affirmed by James L. Hodge on 4/9/2019

Board President

Affirmed by Gary Dawson on 4/11/2019

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by James L. Hodge on 4/15/2019

Board President

Affirmed by Gary Dawson on 4/15/2019

Superintendent/Chief Executive Officer