Midd-West SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

568 E Main St
Middleburg, PA 17842
(570)837-0046
Superintendent: Richard Musselman
Director of Special Education: Lee Bzdil

Planning Process

A team process will be used to develop the plan with input gained from individuals through team meetings, email exchanges, and the completion of the various forms located within the site. The Special Education Director will collect the necessary data and be responsible for the analysis and interpretation of all applicable portions of the Special Education Plan. This will include working with teams of teachers, parents, and other staff members to complete the necessary portions of that plan. Likewise, the Director of Curriculum and Instruction will be responsible for leading the team process and Comprehensive Plan Committee for the completion of all other components of the plan. This will include scheduling meetings and gathering data from all concerned parties including students, parents, teachers, community member, and administrators. Teachers will gather input from their respective groups through formal and informal meetings with their respective colleagues and share that input with the Comprehensive Plan Committee. Our parent representatives have numerous interactions with other parents in the district and the information gathered, combined with insights gained from parent interactions with the director and teachers will provide a parental and by extension a student perspective. All in all, it will be a total team effort!

Mission Statement

We facilitate the intellectual, social, emotional, and physical development of all of our students so they competently contribute to society, achieve their highest potential, and engage in continuous learning... A QUALITY EDUCATION FOR ALL, FOR LIFE

Vision Statement

The vision of the Midd-West School District can be summarized as "a thorough education, done properly, with a purpose." Our vision includes...

- a vertically and horizontally aligned curriculum that is appropriate, rigorous and relevant for each student.

- use of teaching strategies based on "what works"/ research.

- a seamless system of assessment used by teachers to design instruction.

- highly qualified teachers who focus on personal professional development to increase student achievement.

- highly qualified leaders who are future focused, proactive and consistent.

- a high level of stakeholder involvement and support.

- safe, modern and well maintained facilities with appropriate resources for students to grow academically and socially in relation to the global community.

- cutting-edge technology used to advance educational goals.

Shared Values

We believe:
- Our school community must nurture the intellectual, social, emotional, and physical well-being of students.

- Because all students have the capacity to learn, we must encourage their best efforts and present them with opportunities and challenges to reach their potential and experience success.

- All learners have an important contribution to make; therefore, we will provide education that is flexible to accommodate, respect and value the unique needs of each learner.

- Our schools' effective learning environments require safety, discipline, respect, organization and high expectations for all.

- We make resources available to provide all students with the opportunity to achieve their educational and career goals.

- We are accountable to the students, families and the communities we serve.

- Our greatest educational achievement is rooted in the combined commitment of students, parents, educators and the community.

Educational Community

Midd-West School District is located in western Snyder County. This area of the county is primarily rural. Agricultural activities are engaged in by a large number of families that inhabit our school district. Most of the industry is related to the abundant natural resources in the area. For instance, several businesses take advantage of the available timber to produce lumber, wood products, cabinetry and mobile/manufactured housing. Other industries take advantage of the resources located in the surrounding countryside, For instance, sand and gravel from the region are used to produce pre-poured concrete walls, concrete block, and glass products. Many other services related jobs are available in the area to meet the needs of the local population with the Midd-West School District being the 2nd largest employer in the area.

Because of our district's reliance on agriculture, building products, and human service fields, at times our community can be impacted by economic down turns. Local businesses make contributions to the district through scholarships or directly supporting a program such as the FFA. We are blessed with a wealth of community spirit and pride. Whenever there is a need, we can count on people volunteering their services. The district recently completed two state-of-the-art buildings (Midd-West High School and Middleburg Elementary) that we would like to become community gathering places beyond the school performances and sporting events.

Our students are primarily from lower middle to middle class homes. To the best of our abilities, we try to offer our students opportunities to explore options for careers and service in the local and the larger community. Opportunities include the work/study program in which our seniors have the chance to participate. Seniors find intern (unpaid) or co-op (paid) jobs and they can earn up to three credits toward graduation while they are learning valuable job skills. Teachers act as job coaches. The program gives the school -and students - a chance of interacting with local businesses, getting a sense of the expectations of the workplace and businesses get a preview of the coming labor force. Since the inception of the program, several students have had full-time jobs waiting for them at graduation. We are also fortunate to have Parent Teacher organizations that provide our students opportunities for field trips to a variety of places to enhance the learning beyond the classroom.

Planning Committee

Name	Role
Dane Aucker	Administrator : Professional Education
Lee Bzdil	Administrator : Professional Education Special Education
Thor Edmiston	Administrator : Professional Education
Cynthia Hutchinson	Administrator : Professional Education
Richard Musselman	Administrator : Professional Education
Erin Sheedy	Administrator : Professional Education
Joe Stroup	Administrator : Professional Education

Stephanie Herrold	Business Representative : Professional Education
Jeremy Norman	Business Representative : Professional Education
Jeremy Tittle	Community Representative : Professional Education
Chris Snyder	Ed Specialist - Instructional Technology : Professional Education
Stephanie Friel	Ed Specialist - Other : Professional Education
Lori Keister	Elementary School Teacher - Regular Education : Professional Education
Beth Rowles	Elementary School Teacher - Regular Education : Professional Education
Mindy Calendar	High School Teacher - Regular Education : Professional Education
Deanna Kerstetter	High School Teacher - Regular Education : Professional Education
Nicole Snyder	High School Teacher - Regular Education : Professional Education
Deanna Kerstetter	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Andrea Seebold	Middle School Teacher - Regular Education : Special Education Schoolwide Plan
Angela Stebila	Middle School Teacher - Special Education : Special Education
Brian Beward	Parent : Special Education
Marlana Dietzel	Parent : Professional Education
Kelli Herbster	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	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

N/A

Elementary Education-Intermediate Level

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

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

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

N/A

Middle Level

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

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

N/A

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Not answered
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	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

N/A

Adaptations

Elementary Education-Primary Level

Checked answers
　　　None.

Unchecked answers
　　　None.

Elementary Education-Intermediate Level

Checked answers
　　　None.

Unchecked answers
> None.

Middle Level

Checked answers
> None.

Unchecked answers
> None.

High School Level

Checked answers
> None.

Unchecked answers
> None.

Explanation for any standards checked:

N/A

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

As a district, we are still becoming familiar with the core standards. Developing the curriculum in line with the standards is definitely helping us familiarize ourselves, but we have not fully accomplished the curriculum characteristics listed.

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

N/A

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

As a district, we are still becoming familiar with the core standards. Developing the curriculum in line with the standards is definitely helping us familiarize ourselves, but we have not fully accomplished the curriculum characteristics listed.

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

N/A

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.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

As a district, we are still becoming familiar with the core standards. Developing the curriculum in line with the standards is definitely helping us familiarize ourselves, but we have not fully accomplished the curriculum characteristics listed.

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

N/A

High School Level

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

Processes used to ensure Accomplishment:

As a district, we are still becoming familiar with the core standards. Developing the curriculum in line with the standards is definitely helping us become more familiar with the PA CC and helping us to develop more rigorous and robust curricula.

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

N/A

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.

As with aligning our instruction with the standards, as we become more familar with the core content, we can identify ways to modify the planned instruction to accommodate ALL of our students. At this point modifications and accommodations are made on an individual basis during the IEP process.

Instruction

Instructional Strategies

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

Unchecked Answers
- Peer evaluation/coaching

- Instructional Coaching

Regular Lesson Plan Review

    Checked Answers
- Administrators

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

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

Our building administrators have been trained for the new evaluation process, which includes both formal observations and walkthroughs. The Director of Curriculum and Instruction and the Supervisor of Special Education also conduct formal and informal observations. As a part of our implementation of RTII, there are regular (elementary, middle school, and high school) or department meetings (middle/high schools). Special education teachers participate in the meetings where the usage of differentiated instruction to effectively reach all students are discussed and schedules arranged for modeling and observation.

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

As far as the personnel reviewing lesson plans, our district is not large enough to employ building supervisors or department supervisors. Our principals review lesson plans as part of the formal evaluation process, while teachers dialogue with one another to coordinate lesson plans within and across disciplines. Department chairs serve as a resource for teachers in planning and instructional practice.

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

N/A

Elementary Education-Intermediate 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

N/A

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.	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	Implemented in 50% or more of

	district classrooms
gifted students.	

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

N/A

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

N/A

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.

As the district becomes aware of a teaching position becoming open, the opportunity is "posted" on our website and it is also advertised in the local media. Candidates are screened and interviewed. After reference checks, the person who appears to be most qualified is chosen. This process still does not provide us with information about how the teacher performs in the classroom. To that end, we have started to discuss having teaching candidates plan and teach a lesson to the interview committee at a minimum - preferably we would have them teach to a classroom of our students.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	27.00	27.00	27.00
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	3.00	3.00	3.00
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	11.00	11.00	11.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

Graduation Requirement Specifics

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

- 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		
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X		X		
PA Core Standards: Mathematics		X		X		X
Economics		X		X		

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
End of Unit Exams				X
End of Course Exams	X	X		X
PSSA	X	X	X	X
Keystone				X
Project-Based Assessments				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
PSSA	X	X	X	X
Keystone				X
Reading Running Records	X	X		
DIBELS	X	X		
Publisher created			X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher created	X	X	X	X
Publisher created	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDTs		X	X	X
Teacher created	X	X	X	
Publisher created				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				
Department Supervisor Review				
Professional Learning Community Review	X	X	X	X
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

Assessments are reviewed as part of the teacher evaluation process and through professional learning community and grade level/department meetings.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

Our independently and objectively validated local assessments are purchased through a vendor who verifies the assessments' reliability and validity.

Collection and Dissemination

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

Data is collected, organized and analyzed at the district, building, classroom and individual student levels as it becomes available. Summative student performance data is organized and reviewed by district and building level administrators and disseminated to teachers in a variety of phases and stages, most often being disseminated first to professional staff serving in the roles as department and grade level leaders and from there to all professional staff for analysis. Data analysis time to is available at all building levels on a consistent basis across the school year. Formative assessment data derived from a variety of sources (CDTs, Study Island, Edmentum, teacher-made assessments, etc.) is generated and analyzed beginning at the classroom level and pushed out to a wider audience as relevant and appropriate.

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.

Students who have not achieved proficiency are referred to the RTII team and interventions are recommended and put into place. Interventions include small group and slower paced instruction and strategies aligned with the student's learning style. Ultimately a small percentage require one-to-one intervention. At the high school level an array of online courses and programs are utilized to identify learning gaps and provide targeted instruction and additional practice. Some course placement decisions are also based on a student's performance.

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
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

As data becomes available, it is analyzed by grade level and department teams to determine alignment of curriculum and what strategies are working and identify areas where alternate strategies need to be explored. Struggling students are referred to the RTII process to determine practices that could be modified or adapted to better ensure student proficiency. At the middle and secondary level, struggling students are enrolled in supplemental courses that address specific learning needs in terms of eligible content and effective instructional strategies. Professional development needs are identified through data results to ensure teachers are trained in the delivery of effective instructional strategies.

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

State assessment reporting is organized around key core eligible content in grades 3-11, however, the district adheres to a traditional K-12 report card that does not reflect student attainment of specific eligible content and skills by PA standard. An attempt in the first quarter of the 2013-14 to report out assessment results using standards based report cards at the elementary level met with frustration as neither teachers nor parents were yet familiar enough with the new core standards. The district is addressing the issue by

dedicating professional development days to grade level and department meetings, allowing these teams time to gain a better understanding of the core standards. This understanding can then be shared with parents and the community through parent nights, conferences and disseminated through a variety of communication means (website, newsletters, parent letters, Sapphire Parent Portal, etc.). At the HS level, some departments have begun the process of developing "competency checklists" that outline key concepts and skills to be learned in a given subject area. This is an area where significantly more work needs to be done.

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	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters				
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

As the results of state summative assessments become available, the indiviual student information is passed on to parents and teachers via letter. School and district wide results are shared at district Board of Directors meetings, which are then reported in the local media. In the letters, reports to the board and on the district website, the public is directed to PDE and other sites for further explanations of the scores and their meaning.

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

We are currently pondering how we would incorporate the scores into planning guides, as the information is readily available in several other formats. School handbooks and calendars are posted on the district website, where access to assessment results is promeniently displayed already.

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.

At last report, the district had no Focus or Priority schools. The high school emerged from "struggling" after successfully implementing its improvement plan as evidenced with its 2013 SPP score.
Continued growth is demonstrated by results on the statewide and local summative assessments.

Programs, Strategies and Actions

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

School Wide Positive Behavior Support programs require an 80% buy-in from the staff of a building. We have succeeded in implementing a program at West Snyder Elementary and are hopeful that the data we are collecting from what we already deem as a successful program will add to the arguments already presented in support of districtwide implementation of school wide programs. Renaissance is a program that mirrors a formalized SWPB program; this program has been in place at the High School since 2009. The plan to implement the overlay between positive school-wide behavior and RtII has been outlined in the HS improvement plan.
Given the small size of our buildings and student populations, it is believed that we can ensure school safety with our electronic entry and video surveillance systems, supported by routine and random patrolling of the buildings by staff.

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.)

1. Students believed to possibly qualify for gifted support are referred by parents/teachers to the individual school's guidance counselor(s) for screening. Students successfully passing the screen are then referrred to the school psychologist for evaluation. Results of the evaluation are shared with the parents and relevant district personnel and if the student qualifies for services, a meeting is set up to develop a Gifted Individualized Education Plan (GIEP) for the student and services outlined in the GEIP then begin.

2. Gifted support is a mix of pull-out and push-in services across building levels. Additionally, at the HS level, students are afforded the opportunity for course acceleration, elective online courses, and advanced coursework.

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

Students in the elementary are screened three times a year using MAP Testing. Those scores are reviewed on an annual basis to look for students possessing math and reading scores above the 90th percentile. Students that possess that level of score over multiple assessments will be discussed at grade level RTII meetings to determine if they meet other criteria such as classroom grades, teacher recommendation, and/or observable strengths in other areas. Often, notes on performance on enrichment activities in RTII can be used as a source of evidence as towards giftedness. Once a student is in third grade, PSSA Test data is also used in making the determination. For students in 6th grade and beyond, LinkIT Test data would be used to replace MAP Testing data, but otherwise the process looks fairly similar.

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

We have a psychologist perform testing to determine cognitive ability of the student. The psychologist will also conduct achievement testing to determine standardized levels of academic performance. The district also collects data from a number of different areas including MAP/LinkIt Testing, Classroom Grades, PSSA or other testing, feedback from teacher and counselors, and other available data. Ultimately, a team, including the parents, make this decision after discussing and reviewing all this data.

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 program offered for the gifted program our based upon the needs found in the Gifted Written Report completed by the team. The plan is outlined by the GIEP. Grade acceleration and enrichment are offered based upon these needs. We determine eligibility for grade acceleration by providing end of year tests for students in math and reading. If a student performs higher than 75% accuracy, we consider providing instruction in the areas of need and accelerating to a more advanced course or grade level. Depending upon the the score the level of enrichment is determined. For instance, if a student scores 40% on the

5th grade end of year math test as an end of year 4th grader, we know that there are skills they possess and need to be pushed in other directions. We attempt to include those opportunities during RTII.

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
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X
School Based Behavioral Health (SBBH)/Children's Clinical Health	X	X	X	X
Social Work services as relevant	X	X	X	X
Headstart/SUMCD classrooms at West Snyder Elementary, Middleburg Elementary, Midd-West Middle School, and Midd-West High School	X			X

Explanation of developmental services:

It is our hope to use our transition coordinator to implement a career development program at the elementary level, but time is already at a premium at this point, so plans are on hold. SBBH/CCH (the program is in the midst of a name change) is a service provided in collaboration between Midd-West and Northwestern Health Services and funded by Community Cares Behavioral Health (CCBH).

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X

Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X
SBBH/CCH	X	X	X	X
Other outside agency supports as needed (Project Elect, C&Y, juvenile probation, CMSU, MHMR, etc.)				X

Explanation of diagnostic, intervention and referral services:

As developmental gaps and needs become greater at the secondary level, an array of services are afforded HS students through strong partnerships with outside agencies.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

Because it's ineffectiveness, our alternative education program was abandoned five years ago, with the hope of finding a more efficacious program. More pressing issues have continued to emerge and consumed the time needed for stakeholders to get together and discuss what the new program would like. There is mounting behavioral pressure that should move discussion for placement options to the forefront.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				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				
Student Handbook				
School Based Behaviral Health (SBBH)/Children's Clinical Health	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- More than once a month

Collaboration for Interventions

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

Classroom teachers meet informally on almost a daily basis and formally at grade level/department/RTII meetings with special education teachers (and reading specialists in the elementary levels). to discuss the needs of individuals and possible interventions; what's working, what's not and what else can we try? Collaboration

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

Most coordination with infant and toddler centers and early intervention programs is done through CSIU. We are fortunate to have Head Start/Pre-K Counts programs in two of our buildings. This allows us to be a little more "hands-on" with the direction of the program as we can model expectations of public school behavior to future students. Students come into kindergarten with fewer transitional issues. Our elementary and middle schools have a close relationship with area before-after school providers. They are included in all school to parent announcements of scheduling and receive all automatic calls related to delays and closings.
In January, the CSIU provides us with a list of students they are providing early intervention services for and the supervisor of special education and school psychologist meet with the parents of these students to explain the re-evaluation process for entering public school and to answer any questions the parents may have.
We provide after school tutoring in all buildings, Monday -Thursday and we work closely with the Middlecreek Area Community Center (MACC) and their tutoring program.
We believe we are building what is a model work/study program at the high school.

Seniors are allowed to earn up to three credits for work experience in the community, while having the support of a job coach to act as their advocate and intermediary.

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.

Most coordination with infant and toddler centers and early intervention programs is done through CSIU. In January, the CSIU provides us with a list of students they are providing early intervention services for and the supervisor of special education and school psychologist meet with the parents of these students to explain the re-evaluation process for entering public school and to answer any questions the parents may have.

We are fortunate to have Head Start/Pre-K Counts programs in two of our buildings. This allows us to be a little more "hands-on" with the direction of the program as we can model expectations of public school behavior to future students. Students come into kindergarten with fewer transitional issues.

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.

Materials and resources are constantly monitored at the building and district level to assure that teachers and students have access to the materials and resources needed to achieve proficiency in the academic standards.
Discussion is ongoing about how to better provide the differentiation necessary to serve our diverse student population.

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.

Materials and resources are constantly monitored at the building and district level to assure that teachers and students have access to the materials and resources needed to achieve proficiency in the academic standards.
Discussion is ongoing about how to better provide the differentiation necessary to serve our diverse student population.

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

This narrative is empty.

Middle Level

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

Materials and resources are constantly monitored at the building and district level to assure that teachers and students have access to the materials and resources needed to achieve proficiency in the academic standards.
Discussion is ongoing about how to better provide the differentiation necessary to serve our diverse student population.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Materials and resources are constantly monitored at the building and district level to assure that teachers and students have access to the materials and resources needed to achieve proficiency in the academic standards.
Discussion is ongoing about how to better provide the differentiation necessary to serve our diverse student population.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms

Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	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 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district

	classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler and Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

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

	district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	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 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in

	50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

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

Further explanation for columns selected "

This narrative is empty.

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 50% or more of

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

Further explanation for columns selected "

This narrative is empty.

Early Warning System

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

Not answered

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the	X	X	X	X

area of the educator's certification or assignment.				
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.				
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.				
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.

CSIU and PaTTAN offer an array of opportunities for educational leaders and teachers alike; both at their respective locations and via webinar. The district tries to the best of it's ability to secure time for staff to take advantage of training opportunities to meet the characteristics listed. CSIU is also accommodating in providing on-site trainings so larger groups may benefit from new findings in instruction and how best to provide it.

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

N/A

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:
10/6/2014 Provided through the Universit of Pittsburgh Website
10/9/2017 Provided through SafeSchools our website coursework for 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:
10/9/2017 2 hours through SafeSchools Website
The LEA plans to conduct the training on approximately:
2/15/2019 2 hours in-service with McDowell Institute on Mental Health (QPR Trainnig)

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA has conducted the training on:
1/17/2017 Jim Holler - Holler Training for the Prevention of Sexual Abuse in Children
4/3/2018 Transitions of PA - Child Trafficing and Sexual Exploitation - HEather Schneider
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

> *None.*

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

Based on data gathered from classroom, local semi-annual and statewide assessments, long range trends are determined. Areas of professional development needs are identified and scheduled to be addressed on professional development days. When the IU or PDE announce a pertinent training, the district sends a representative to bring information back if it is unable to send the applicable cohort.

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

N/A

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

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

The goal of the Midd-West School District Induction Program is to facilitate and provide support for teachers new to the Midd-West School District.

The objectives for the program provided are to:

provide a structure through which the inductee can objectively analyze the effectiveness of his/her teaching and have resources for self-improvement readily available

structure and implement a practical orientation program to help the inductees to have a successful initial year.

provide a formal structure for identifying and solving the problems common to beginning teachers.

provide peer support and the model of an experienced professional for the inductees. provide a common entry point for on-going staff development.

become aware of student needs in the educational process and how the inductees can effectively meet these needs.

provide for the study of the Code of Professional Practice and Conduct For Educators and provide for the study of the Child Protective Services Law, Act 151 of 1994 of the Domestic relations Code.

**Competen
cies**

As a result of participation in the induction process, new teachers shall demonstrate the following competencies:

o   Use student data to determine students' learning priorities.

o   Practice self-reflection on the impact of teaching practice on student learning.

o   Demonstrate curricular and content knowledge in the area of the educator's assignment or certification.

o   Use a variety of appropriate assessments that are aligned to the instructional goals and partially adapted as needed for student needs.

o   Maintain a classroom environment that has reasonable and clear expectations for student achievement with reasonable value placed on the quality of student work.

o   Work effectively with parents and community partners.

o   Demonstrate adequate knowledge of the PA Academic Standards and Assessment Anchors.

o   Use appropriate interactions between teachers and students and among students. o Maintain clear standards of conduct and effective management of student behavior. o Develop effective classroom routines and procedures resulting in little or no loss of instructional time.

o   Provide safe and adequate organization of physical space that provides accessibility to learning and to the use of resources, materials and technology.

o   Demonstrate adequate communication of procedures and clear explanation of content.

o   Use question and discussion strategies that encourage many students to participate.

o   Provide adequate feedback to students on their learning.

o   Adhere to school and district procedures and regulations related to attendance, punctuality, etc.

o   Adhere to the Professional Code of Conduct.

o   Comply with school and district requirements for maintaining accurate records and communicating with families.

o   Demonstrate competency in the functional use of the district's software programs.

Assessment Processes

Professional Development Survey

All inductees will complete the Professional Development Survey to determine areas of specific interest and need to be addressed during the induction process. The survey will be shared with the building principal and mentor teacher to facilitate the professional growth of the inductee.

Mentor Teacher Selection Process

Selection Criteria

The selection criteria for mentor teachers shall include:

A Level II certified teacher with three consecutive years of satisfactory teaching experience in the Midd-West School District Certified teacher

Demonstrated competence in instruction, planning, and classroom management Positive attitude toward the teaching profession

For greater collegial support, where possible the subject area and/or grade level shall be compatible with that of the inductee

Upon successful completion of the induction program, inductees will receive a certificate indicating completion. A copy will also be placed in the employee's personnel file.

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

N/A

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

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

Unchecked answers

   None.

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

Our new teachers are provided with many opportunties for support to ensure their success. We know the value of a great teacher and we want to do everything within our power to ensure we help our teachers reach that description. As with our students, our program is strength-based, finding what the teacher does well, to help them work on their needs. Frequent walkthroughs by administrators and mentors/colleagues help new teachers identify both the strengths and needs and find ways to improve.

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

N/A

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.

Mentor Teacher Selection Criteria: The selection criteria for mentor teachers shall include: A Level II certified teacher with three years of satisfactory teaching experience in the Midd -

West School District, demonstrated competence in instruction, planning, and classroom management Positive attitude toward the teaching profession For greater collegial support, where possible the subject area and/or grade level shall be compatible with that of the inductee Completion of application Selection Procedure Candidates shall submit a completed application supplied by District Induction Committee. Applications will be kept on file until withdrawn by the applicant. The District Induction Committee will screen applications annually with recommendations to the superintendent or assistant superintendent for a support teacher list. The super intendent or assistant superintendent may use the approved list when recommending mentor teachers to the Board of School Directors but may solicit other persons deemed qualified. The District Induction Committee reserves the right to solicit applications as may be deemed necessary. All qualified staff members shall have the opportunity to submit a mentor teacher application at the conclusion of each school yea

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

N/A

Induction Program Timeline

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

If necessary, provide further explanation.

All topics must be addressed in August, so the new teacher at least gets a sense of the district culture and philosophy pertaining to each. Although there is a topic for the monthly induction gatherings, with different administrators responsible for leading the session, the timeline for when topics are addressed is more individually driven.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Evaluation and Monitoring

Assessment

Assessment of the program will be conducted by the District Induction Committee throughout the year with input from program participants and other professional staff.

A log of activities, conferences and meetings maintained by the support teacher and inductee may be reviewed at any given time by the building induction team or the district induction committee. At a minimum, the induction team shall review logs at the mid-year and end of year.

All inductees and mentor teachers shall complete an assessment of the program at the end of the year. Records pertaining to the induction program shall be kept in the District Office

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: **377**

Identification Method

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

As part of a multi-disciplinary evaluation, Midd-West School District uses the discrepancy model to evaluate eligibility for special education services associated with a classification of specific learning disability. A student's expected academic achievement is compared to his or her actual academic achievement, based on scores from standardized, norm-referenced, and co-normed measures, such as the WISC-IV and WIAT-III. According to guidelines set forth by the PA Department of Education, such a discrepancy between predicted and actual achievement scores must be severe, or both statistically significant AND rare in the population. A significant discrepancy is generally considered to be rare in the population if it is present in less than or equal to 5% of the same-age population. If a severe discrepancy exists between predicted and actual achievement, the team must examine current data to determine if there is also a need for specially designed instruction.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is:
https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx

Recent data reveals a slightly lower rate of enrollment of students in the disability categories of Autism, Emotional Disturbance, and Intellectual Disability. We believe this is simply due to the population flow, meaning the numbers tend to fluctuate slightly every few years in terms of the number of students identified with Autism, Emotional Disturbance, or Intellectual Disability. For example, about three - four years ago, the district had an influx of students with Autism and implemented an elementary Autistic support program. Since then, only about one student has joined the program each year.
?Regarding the slightly higher than average numbers of students enrolled in the disability categories of Other Health Impairments and Specific Learning Disability. We intend to provide continued professional development activities related to Multi-tiered systems of support (MTSS) through Pattan and the CSIU. We will need to look at tier three supports as well as behavioral supports and implement additional interventions. Further, we will continue to provide professional development training to the School Psychologis and improve the pre-referral process.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

1. Midd-West School District has one 1306 facility in the district, a private, mental health residential facility called Beacon Light. The district ensures that the directors of the facility are aware of 1306 requirements for notification of an identified student and the obligations of the district to provide special education services and be an active member of the IEP team. Upon notification of the arrival of a student at the facility, district personnel review special education documents and schedule a meeting to determine appropriate programming. The programming is then provided by certified teachers either at the facility or in district.

2. FAPE is ensured by frequent communication with directors at the facility as well as progress monitoring and communication with the resident district personnel as well. Midd-West School District affords the same education and programming to non-resident students as are provided to resident students. All Chapter 14 guidelines and regulations are followed. Conversations about placement begin in the regular education setting with supplementary aids and services, and work along that continuum until the most effective and least restrictive placement can be determined. When possible, the 1306 students are educated in district programs.

3. Previously communication from the facility was a concern, but the district does not anticipate this to be a barrier in the future. A process for notification about a student and scheduling meetings, has been established.

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).

Child Find practices are used in order to locate or identify incarcerated students. Annual notices are published in the newspaper. When incarcerated students are located and identified, proper steps are taken according to Chapter 14 guidelines for evaluation and eligibility determination for a free appropriate public education.

There are no juvenile corrections facilities located in the Midd-West School District. The correctional facility in which Midd-West students could be placed is located within the boundaries of the Selinsgrove Area School District. Incarcerated students are ensured the right to a free appropriate public education until the age of 21. The Selinsgrove Area School District complies with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all

eligible school-age individuals housed therein. School districts providing special education services to incarcerated school-age individuals are required to:

    1. comply with the "child-find" obligations of IDEA;

    2. utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates;

    3. implement, timely review and/or develop Individualized Education Programs (IEPs) for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and

    4. provide FAPE in conformity with the IEP.

Selinsgrove Area School District is permitted to charge Midd-West School District for the cost of the special education services, not to exceed the total cost of the special education program being provided to the individual.

Least Restrictive Environment

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

1. In Midd-West School District, conversations about student placement begin in the regular classroom, with non-disabled peers. The IEP team considers the recommendations made in the most recent evaluation of the student in order to determine the most appropriate placement for the student. Accommodations and modifications, as well as supplementary aids and services are considered. Paraeducators have been used to support some students in the regular education setting. We hold monthly special education team meetings in which new students, current needs for programming, etc., are discussed and programming and scheduling options are developed. Across many grades and classes, we have implemented a co-teaching model, so that special education students are not pulled out of the regular curriculum. For some students who continue to need supplemental curriculum, a combination of co-teach and pull-out classes has been beneficial. Extracurricular activities are encouraged as well as supported at times through paraeducators, administrators and staff. Peer tutors and facilitated peer groups are included in programming/placement options. Once placement decisions are made, student

growth and progress is monitored closely in order to ensure that he/she is successful in that least restrictive environment and whether any additional supports or accommodations are necessary. In recent years, professional development for teachers has focused on co-teaching, emotional and behavioral supports/strategies, assistive technology and assistive communication, and educating students with challenging behaviors. The district also now provides support for students who are Deaf or Hard of Hearing. This has allowed the district to provide more programming in district and within regular education settings. As a result, multiple students have been able to return to district programming, from out of district placements.

2. We are fortunate in Midd-West to be working with the Special Education staff at the Central Susquehanna Intermediate Unit (CSIU). WE take advantage of professional development opportunities for teachers and staff, provided by TAC staff from the CSIU or PaTtan. In recent years, Midd-West staff have received or participated in trainings on topics such as: School Wide Positive Behavior Support, Co-teaching, Safe Crisis Management and De-escalation techniques, working with students with Autism and ADHD, and Collins Writing. The district has also implemented a district wide research based supplemental curriculum for Language Arts and Math, with a language component. Our Autistic Support program participated in the Verbal Behavior Initiative and continues to employ the strategies. District staff attend various networking meetings at the CSIU and share strategies there. We have a School Based Behavioral Health program in three of our four buildings. Staff utilize many of the techniques suggested by PaTTan for encouraging parent involvement. Last year we held several parent trainings in our buildings and encouraged parents to attend Local Task Force meetings. In the last two years, the district has created positions/programs for students who were either previously placed out of district or who were at risk for being placed out of district. These programs are the School To Work Transition program and the Emotional Support program at the High School level, as well as employment of a district Teacher of the Hearing Impaired.

   We try to develop and deliver instruction that addresses diverse learning needs. This means we may modify curricular goals and/or test delivery. Teachers work to provide alternate ways learning can be demonstrated or changing the method of presentation as well as seeking research-based alternate/supplemental materials and instructional adaptations. Adaptations and modifications to the physical environment are considered; we look at furniture arrangement in environments as well as specific seating arrangements and individualized desk, chair needs and the need for adaptive equipment. Adjustments to sensory input (e.g., light, sound), environmental aids (e.g., classroom acoustics, heating, ventilation), and structural aids (e.g., wheelchair accessibility, trays, grab bars) are all considered when trying to address diverse learning needs.
   The staff at Midd-West are continually trying to add to our repertoire of supports and services to increase appropriate behavior and reduce disruptive or interfering behavior. As needs are determined by the team, we provide social skills instruction, and counseling supports. IEP teams create Functional Behavior Assessments, develop Positive Behavior

Support Plans and discuss the possibilities of modification of rules/expectations and cooperative learning strategies. In addition, almost all of the paraeducators in the district, some administrators and a growing number of teachers are certified in Safe Crisis Management de-escalation and behavioral support techniques.

3. According to the 2016-2017 data, Midd-West School District is educating students within the regular education classroom 80% or more, at a significantly higher rate than the state average (75.8% compared to 62.4%). This is a direct result of the district's push to educate students in the regular environment through co-teaching methods as well as the use of supplementary aids and services and paraeducators. Midd-West is educating fewer students in Other Settings, than the state average (3.5% compared to 4.9%). Similarly, Midd-West educated just slightly less students Inside the Regular Class less than 40% of the day (7.3% compared to 9.0%).
Students are not placed out of district until all other supports and services have been attempted or deemed inappropriate. The district has returned students to in-district programming multiple times in recent years. Less students are being educated outside of the district now, than three years ago. Staff and Administrators are coming to understand that we must first seek to educate students in our buildings, when at all possible.

Behavior Support Services

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

1. The Midd-West policy on behavioral support services notes that district behavior supports should be based on positive rather than negative techniques to ensure that students will be free from demeaning treatment and unreasonable use of restraints and other aversive techniques. Further, it notes that behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.
2. For several years, the district has been receiving training and coaching related to School Wide Positive Behavior Support and its tenants are employed in every building. In the last three years, staff have been trained in JKM's Safe Crisis Management with an emphasis on positive relationships with students and ensuring student safety in order to ensure staff safety. A large component of the Safe Crisis Management curriculum focuses on prevention strategies and de-escalation strategies. The majority of Special Education teachers and nearly all Paraprofessionals participate in that training. Special education teachers are also

trained in conducting Functional Behavior Assessments and writing Positive Behavior Support Plans. These trainings focus on identifying function of behaviors and teaching replacement behaviors/strategies. Select staff have also participated in the Youth Mental Health First Aid training as well as training on Overcoming Difficult Behavior Scenarios. 3. Midd-West School District utilizes Northwestern Human Services staff for a School Based Behavioral Health program in three buildings. There are two Master's level providers and five Bachelor's level providers servicing about 40 students currently. Students receive behavioral health support both in school and through consultation with families. We have begun monthly InterAgency meetings in order to discuss concerns for students, families, and resources. The Behavioral health staff and representatives from Children & Youth Services, as well as one of the primary counseling (wraparound) agencies attend.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

1. We do employ a methodology of gradually increasing support, including social skills classes, work with guidance counselors, social worker and the School Based Behavioral Health team, who provide support directly with the student and provide ideas and guidance to classroom teachers.

If Midd-West School District were having dificulty ensuring FAPE for a particular student or disability category, we would have a building or grade level team meeting to start brainstorming a solution. The participants would include one or several special education teachers, the building level principal, the school psychologist, possibly the School Social Worker, and the Director of Special Education. Depending on the scenario, IU consultants may be included on the team. The team would discuss the specific situation, barriers to providing FAPE, strengths and needs of the student(s). The team would pinpoint the gaps in programming options and then wherever possible, tailor a program to meet the unique needs of the student or disability category issues. If the District team determined that we were unable to meet those needs, the team would then explore out of district programming options that may be more appropriate.

2. Many co-teaching scenarios can be observed in Midd-West across grades and buildings. The district has placed strong emphasis on inclusive practices for many years. Pairing

regular education and special education teachers in instructional settings allows for more differentiation in the lesson and encourages engagement of all learners. The district also employs over 40 paraprofessionals who primarily support students in regular education settings.

The district provides a supplemental level Autistic Support program at the elementary level. The program has a low student to staff ratio. Staff have been trained in and use tenants of Verbal Behavior. The teacher uses the Unique Learning Curriculum as well and incorporates music and sensory activities in much of the students' day. As this group of students age, similar supports will be provided at the Middle School and High School.

Two new programs have been implemented in the past three years at Midd-West. The School To Work program was established for students who may be able to return to the High School from an out of district placement or who may be at-risk for going. Students in the program may be at-risk for dropping out, failure, and/or have significant behaviors of concern. Students participate in a social skills/independent living class, as well as three core academic classes during the morning. Those classes may be in regular education, special education setting, or online, depending on needs of the student. In the afternoon, students participate in job training activities, community volunteering, and building transition skills. Some students even go to a job placement in the community.

A Full-time Emotional Support program at the High School has enabled us to return three students to district programming and avoid sending another student out, in its first year. These students spend their day in the Emotional Support program, take online general education classes supported by a special education teacher, and participate in independent Physical education, in addition to group and individual sessions with the School Social Worker and peer interaction activities.

The district also employs an itinerant Teacher of the Hearing Impaired. This has allowed us to return a student to district from a residential school. We also have itinerant and supplemental level Emotional Support, Autistic Support, Life Skills Support, and Multiple Disabilities Support at all levels, in addition to Learning Support. We also provide speech and language, OT, PT, and vision services. Finally, we have resources to provide Full-time Life Skills Support and Multiple Disabilities Support if it were needed.

3. In the past three years as needs/populations shifted, programming/staff have been moved. There are not any current gaps identified. We do anticipate either an expansion or a transfer to provide Supplemental Autistic Support (Verbal Behavior) at the Middle and High School levels in the future.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Many co-teaching scenarios can be observed in Midd-West across grades and buildings. The district has placed strong emphasis on inclusive practices for many years. Pairing regular education and special education teachers in instructional settings allows for more differentiation in the lesson and encourages engagements of all learners. The district also employs over 40 paraprofessionals who primarily support students in regular education settings.

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Teachers and paraprofessionals receive ongoing training and professional development. Five in-service days per school year allow teachers and paraprofessionals to participate in various training opportunities provided by IU and PaTtan consultants, as well as curriculum consultants, administrators, etc. Staff also occasionally have the opportunity to participate in off campus trainings at the IU, PaTtan, national conferences, etc. Staff are encouraged to spend time observing other teaching professionals as well. Some programs/curriculum being used in district are: Unique Learning Curriculum, Verbal Behavior, Collins Writing, and a standard or district wide supplemental curriculum for reading and math intervention. The district is participating in the Include Me initiative and Project Respect. Finally, the district uses Safe Schools online training programs.

Parents are notified about Local Task Force meetings and other training events throughout

the year. We have hosted several parent training sessions in district in recent years. Topics included Transition to Adulthood, the Hidden Curriculum, Augmentative Communication Devices, and OVR- Self Advocacy, Communication, Networking, and Decision Making. Two parent trainings are being planned for this spring as well, to include OVR/CMSU info and Unique Learning Curriculum.

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

Facility Name	Facility Type	Services Provided By	Student Count
Beacon Light	Nonresident	Midd-West School District Beacon Light	4

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Story - Selinsgrove	Approved Private Schools	Behavioral/Autistic support	6
5 Star	Other	CSIU - Behavioral Support	1
Behavioral Specialist, Inc. (BSI)	Approved Private Schools	Behavioral support	3
Work Foundations	Other	Transition/Life Skills	1
CSIU program, class for Deaf/Hard of Hearing students	Neighboring School Districts	Deaf/Hard of Hearing support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 23, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	18	0.9
Locations:				
Middleburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	2	0.1
Locations:				
Middleburg Elementary	An Elementary	A building in which General		

School Building	Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 23, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	12	0.8
Locations:				
Middleburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	4	0.2
Locations:				
Middleburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	22	1
Locations:				
Middleburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 12	12	1
Justification: Students are included in a grouping which is not within the permitted age range, for valid educational reasons. The IEP teams have agreed that this is the appropriate location for these students.				
Locations:				
Middleburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 23, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 12	6	0.75
Justification: Students are included in a grouping which is not within the permitted age range, for valid educational reasons. The IEP teams have agreed that this is the appropriate location for these students.				
Locations:				
Middleburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Multiple Disabilities Support	5 to 8	1	0.25
Locations:				
Middleburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: March 12, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	8	0.4
Locations:				
West Snyder Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	8	0.3
Locations:				
West Snyder Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	4	0.2
Locations:				
West Snyder Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	2	0.1
Locations:				
West Snyder Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 25, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 11	5	0.1
Justification: Students are included in a grouping which is not within the permitted age range, for valid educational reasons. The IEP teams have agreed that this is the appropriate location for these students.				
Locations:				
West Snyder Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 9	3	0.25
Locations:				
West Snyder Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 11	2	0.1
Justification: Students are included in a grouping which is not within the permitted age range, for valid educational reasons. The IEP teams have agreed that this is the appropriate location for these students.				
Locations:				
West Snyder Elementary	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	5	0.55
Locations:				
West Snyder Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 25, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 10	8	1
Justification: Students are included in a grouping which is not within the permitted age range, for valid educational reasons. The IEP teams have agreed that this is the appropriate location for these students.				
Locations:				
West Snyder Elementary	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 and Position

Implementation Date: August 25, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	24	0.8
Locations:				
Midd-West Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	4	0.2
Locations:				
Midd-West Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 25, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 15	10	0.8
Locations:				
Midd-West 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	11 to 14	2	0.2
Locations:				
Midd-West Middle	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 and Position

Implementation Date: August 25, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 16	20	0.8
Locations:				
Midd-West Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	4	0.2
Locations:				
Midd-West Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 16	24	1
Locations:				
Midd-West High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	18	1
Locations:				
Midd-West High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class and Position
Implementation Date: August 25, 2017
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	22	0.9
Locations:				
Midd-West High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	1	0.1
Locations:				
Midd-West High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: August 25, 2016
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	18	1
Locations:				
Midd-West High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 21	7	1
Locations:				
Midd-West High School	A Senior High 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 25, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 14	6	0.5
Locations:				
Midd-West 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	Life Skills Support	11 to 14	1	0.1
Locations:				
Midd-West Middle	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%)	Autistic Support	11 to 14	1	0.3
Locations:				
Midd-West Middle	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	1	0.1
Locations:				
Midd-West Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 24, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	6	0.2
Locations:				
Midd-West 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	Learning Support	13 to 18	10	0.8
Justification: Age range is noted in IEPs of affected students. Benefits outweigh any possible negative impact.				
Locations:				
Midd-West High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19
> *Operator:* School District
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 17	15	1
Locations:				
Midd-West high School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Class and Position
> > *Implementation Date:* August 24, 2017
> > *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	18 to 21	6	1
Locations:				
Midd-West High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Position
> > *Implementation Date:* August 28, 2017
> > *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 21	15	0.3
Justification: Students are included in a grouping which is not within the permitted age range, for valid educational reasons. The IEP teams have agreed that this is the appropriate location for these students.				
Locations:				

Midd-West 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	Speech and Language Support	5 to 11	7	0.25
Justification: Students are included in a grouping which is not within the permitted age range, for valid educational reasons. The IEP teams have agreed that this is the appropriate location for these students.				
Locations:				
Middleburg Elementary	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	11 to 13	10	0.25
Locations:				
Midd-West Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #22

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	50	1
Justification: Students are included in a grouping which is not within the permitted age range, for valid educational reasons. The IEP teams have agreed that this is the appropriate location for these students.				
Locations:				
Middleburg Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	40	1
Justification: Students are included in a grouping which is not within the permitted age range, for valid educational reasons. The IEP teams have agreed that this is the appropriate location for these students.				
Locations:				
West Snyder Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	12 to 13	1	0.1
Locations:				

Midd-West Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 25, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	2	0.2
Justification: Students will not be grouped with greater age range than 3 years. The possible age range will be noted in students IEPs.				
Locations:				
West Snyder 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	Learning Support	9 to 12	16	0.8
Justification: Students will not be grouped outside of the age range, but the possible age range will be noted in students' IEPs.				
Locations:				
West Snyder Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 25, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	4	0.3
Locations:				
Midd-West High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	6	0.4
Locations:				
Midd-West High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	6	0.3
Locations:				

Midd-West High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program

       Operator: School District

       PROPOSED PROGRAM INFORMATION

       Type: Class and Position

       Implementation Date: August 28, 2017

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

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 18	1	0.05
Justification: Parents are notified of the age range as reported in the student's IEP. Benefits of participation outweigh any potential negative effects.				
Locations:				
Midd-West High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 16	1	0.05
Justification: Parents are notified of age range as noted in the IEP. Benefits of participation outweigh any potential negative effects.				
Locations:				
Midd-West 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	Deaf and Hearing Impaired Support	8 to 11	2	0.1
Locations:				
West Snyder Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Supervisor	District - all buildings	1
School Psychologist	District - all buildings	1
Social Worker	District - all buildings	1
Special Education Secretary	District Office	1
Paraprofessional -	Middleburg Elementary	12
Paraprofessional -	West Snyder Elementary	10

| Paraprofessional - | Midd-West Middle School | 8 |
| Paraprofessional - | Midd-West High School | 17 |

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	5 Days
Physical Therapy	Outside Contractor	5 Days

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

Answer:
Across the district we do run into the challenge of how to better include our students needing extra support in the general education classroom. We need to find ways to help teachers understand the need to differentiate their instruction. At this point, we do not believe it has reached the point of systemic.

District Accomplishments

Accomplishment #1:
School Performance Profile scores rose in three of four buildings in the school district from the 2012-13 school year to the 2013-14 school year. The buildings with improved SPP scores included Middleburg Elementary School, West Snyder Elementary School, and Midd-West Middle School.

Accomplishment #2:
Midd-West Middle School has shown achievement data and growth scores that are higher than the state average for their 6th and 7th grade students. Their SPP is the highest in the district and one of the higher scores in the area.

Accomplishment #3:
Both West Snyder and Middleburg Elementary Schools are implementing a School Wide Positive Behavioral Support system as an intervention system to help generate a safe and positive school climate.

Accomplishment #4:
Select sub-groups at both Middleburg Elementary School and West Snyder Elementary School are showing positive growth and appearing to close the achievement gap at specific grade levels.

Accomplishment #5:

Midd-West High School has seen its Keystone Exam Literature scores dramatically increase over the last three years to the point they are exceeding the state average in terms of the percent of students scoring at the proficient level on that exam.

Accomplishment #6:
Midd-West High School is performing above the state average in terms of the percentage of students who are performing at the proficient level on the Biology Keystone.

Accomplishment #7:
All four buildings in the district have added team planning time where grade level or department level teachers can meet as teams to discuss student or curricular issues and address them in a cyclical regular nature.

Accomplishment #8:
Midd-West Middle School had 88.9% of its 7th grade math students proficient on the PSSA Math Assessment. Additionally, over 50% of these students scored at the advanced level.

District Concerns

Concern #1:
The district must ensure that a system for collecting and analyzing school and district level data is implemented K-12, so that district, building, and individual student decisions can be based upon the data collected.

Concern #2:
The district must ensure that a system for identifying and remediating instructional concerns for students based upon data is established in an attempt to have students performing standards expected of their grade level. Remediation must be based upon adding instructional time and interventions to ensure the achievement gap closes.

Concern #3:
The district must ensure that a system is developed that allows the buidling principal to be an instructional leader in the area of academic performance and work with the staff, community, and parents to use data and district resources to improve upon instructional strategies and, ultimately, achievement results.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #3)* Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

> **Aligned Concerns:**

>> The district must ensure that a system for collecting and analyzing school and district level data is implemented K-12, so that district, building, and individual student decisions can be based upon the data collected.

>> The district must ensure that a system for identifying and remediating instructional concerns for students based upon data is established in an attempt to have students performing standards expected of their grade level. Remediation must be based upon adding instructional time and interventions to ensure the achievement gap closes.

>> The district must ensure that a system is developed that allows the building principal to be an instructional leader in the area of academic performance and work with the staff, community, and parents to use data and district resources to improve upon instructional strategies and, ultimately, achievement results.

Systemic Challenge #2 *(Guiding Question #7)* Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

> **Aligned Concerns:**

>> The district must ensure that a system for collecting and analyzing school and district level data is implemented K-12, so that district, building, and individual student decisions can be based upon the data collected.

>> The district must ensure that a system for identifying and remediating instructional concerns for students based upon data is established in an attempt to have students performing standards expected of their grade level. Remediation must be based upon adding instructional time and interventions to ensure the achievement gap closes.

>> The district must ensure that a system is developed that allows the building principal to be an instructional leader in the area of academic performance and work with the staff,

community, and parents to use data and district resources to improve upon instructional strategies and, ultimately, achievement results.

Systemic Challenge #3 *(Guiding Question #0)* Establish a system that enables the building level administrators to become instructional leaders where data is used to generate building level plans and changes to increase student achievement.

Aligned Concerns:

The district must ensure that a system for collecting and analyzing school and district level data is implemented K-12, so that district, building, and individual student decisions can be based upon the data collected.

The district must ensure that a system for identifying and remediating instructional concerns for students based upon data is established in an attempt to have students performing standards expected of their grade level. Remediation must be based upon adding instructional time and interventions to ensure the achievement gap closes.

The district must ensure that a system is developed that allows the building principal to be an instructional leader in the area of academic performance and work with the staff, community, and parents to use data and district resources to improve upon instructional strategies and, ultimately, achievement results.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Related Challenges:

- Establish a district system that fully ensures 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.
- Establish a system that enables the building level administrators to become instructional leaders where data is used to generate building level plans and changes to increase student achievement.

Indicators of Effectiveness:

Type: Interim

Data Source: 95% of all students in grade kindergarten through 10th grade will participate in a standards aligned benchmark assessment system on an annual basis.

Specific Targets: Student scores will increase on PSSA, Keystone, and local benchmark assessments as students that are struggling will be identified earlier and strategies that include the use of additional time and targeted interventions will be used to remediate these student's weaknesses.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teac

her_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: http://effectivestrategies.wiki.caiu.org/Assessment

SAS Alignment: Assessment, Instruction

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

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

SAS Alignment: Assessment, Instruction

Implementation Steps:

Data Systems

Description:

Systems for collecting data will be investigated, piloted, and then implemented at grade levels. The data collected will be analyzed and checked for usefulness and decisions will be made as to whether to continue with this data source or search for an improved source of data.

Start Date: 11/12/2014   **End Date:** 7/1/2015

Program Area(s): Professional Education, Student Services

Supported Strategies:

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

Assessment System

Description:

Students in Kindergarten through 10th grade will be participating in a regular benchmark assessment occurring three to four times a year in

PSSA and Keystone tested subject areas. The district will research, discuss, and then implement a regular assessment system designed to provide data as to where students are functioning in relation to the standards.

Start Date: 10/31/2014   **End Date:** 9/1/2015

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

Supported Strategies:

- Common Assessment within Grade/Subject

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

Intervention System

Description:

Committees will be created to discuss, design, and readdress building systems for scheduling to allow opportunities for students to be remediated in PSSA and Keystone tested standard areas that will allow for additional instructional time and instructional interventions for students that are not performing at grade level standards.

Start Date: 10/31/2014   **End Date:** 6/30/2016

Program Area(s): Special Education, Student Services

Supported Strategies:

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

Intervention Programs

Description:

Buildings will design schedules to allow for more time for students that are struggling to spend in the curricular area in which they are struggling. In addition, the district will research intervention programs and attempt to

align teachers with proven strengths in an intervention system to deliver the instruction within a setting.

Start Date: 8/24/2015   **End Date:** 6/15/2016

Program Area(s):

Supported Strategies:

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

Data Teams

Description:

Data Teams will be used to review data on student progress, to assign additional instructional opportunities for those in need, and to generate building level achievement improvement plans.

Start Date: 1/20/2015   **End Date:** 2/22/2016

Program Area(s):

Supported Strategies:

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

Goal #2: 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.

Related Challenges:

- Establish a system that enables the building level administrators to become instructional leaders where data is used to generate building level plans and changes to increase student achievement.

Indicators of Effectiveness:

Type: Interim

Data Source: 100% of our schools will have strategies in place that allow for students who are performing below benchmark to get extended opportunities.

Specific Targets: Test results on PSSA, Keystone, and local assessments will increase as interventions will be provided to students who are performing below benchmark.

Strategies:

Increased Quality Instructional Time

Description: Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx , and http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time)

SAS Alignment: Instruction, Safe and Supportive Schools

Reading Across the Curriculum

Description: "This report looks at what reading across the curriculum interventions states and districts might consider in their plans to improve reading outcomes at the secondary level. Seven interventions were identified for review: ReadAbout, Reading in the Content Areas, Concept-Oriented Reading Instruction (CORI), Creating Independence through Student-owned Strategies (CRISS), Reading Apprenticeship, Literacy First, and Strategic Instruction Model Content Literacy Continuum (SIM?CLC). While not an exhaustive list of the professional development interventions available, these seven represent the types of external support that schools might access. Of the seven interventions, only Concept-Oriented Reading Instruction has had several quasi-experimental studies and an experimental study conducted on its effectiveness. In addition, four interventions ReadAbout, Creating Independence through Student-owned Strategies, Reading Apprenticeship, and Strategic Instruction

Model/Content Literacy Continuum are currently the focus of federally funded studies that will examine the interventions? effectiveness through experimental studies." (Source: http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Instructional+Practices

SAS Alignment: Instruction

Implementation Steps:

Intervention Programs

Description:

Buildings will design schedules to allow for more time for students that are struggling to spend in the curricular area in which they are struggling. In addition, the district will research intervention programs and attempt to align teachers with proven strengths in an intervention system to deliver the instruction within a setting.

Start Date: 8/24/2015   **End Date:** 6/15/2016

Program Area(s):

Supported Strategies:

- Increased Quality Instructional Time
- Reading Across the Curriculum

Intervention System

Description:

Committees will be created to discuss, design, and readdress building systems for scheduling to allow opportunities for students to be remediated in PSSA and Keystone tested standard areas that will allow for additional instructional time and instructional interventions for students that are not performing at grade level standards.

Start Date: 10/31/2014   **End Date:** 6/30/2016

Program Area(s): Special Education, Student Services

Supported Strategies:

- Increased Quality Instructional Time

Goal #3: Establish a system that enables the building level administrators to become instructional leaders where data is used to generate building level plans and changes to increase student achievement.

Indicators of Effectiveness:

Type: Interim

Data Source: 100% of building leaders will be able to provide documentation of data team meetings and School Improvement Plans being generated from these meetings.

Specific Targets: Test scores on PSSA, Keystone, and local assessments will increase as building leaders use data and committees to drive changes within their educational system.

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

Implementation Steps:

Data Teams

Description:

Data Teams will be used to review data on student progress, to assign additional instructional opportunities for those in need, and to generate building level achievement improvement plans.

Start Date: 1/20/2015   **End Date:** 2/22/2016

Program Area(s):

Supported Strategies:

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

Assessment System

Description:

Students in Kindergarten through 10th grade will be participating in a regular benchmark assessment occurring three to four times a year in PSSA and Keystone tested subject areas. The district will research, discuss, and then implement a regular assessment system designed to provide data as to where students are functioning in relation to the standards.

Start Date: 10/31/2014   **End Date:** 9/1/2015

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

Supported Strategies:

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

Data Systems

Description:

Systems for collecting data will be investigated, piloted, and then implemented at grade levels. The data collected will be analyzed and checked for usefulness and decisions will be made as to whether to continue with this data source or search for an improved source of data.

Start Date: 11/12/2014   **End Date:** 7/1/2015

Program Area(s): Professional Education, Student Services

Supported Strategies:

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

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices. Establish a system that enables the building level administrators to become instructional leaders where data is used to generate building level plans and changes to increase student achievement.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description
11/12/2014	7/1/2015	Data Systems	Systems for collecting data will be investigated, piloted, and then implemented at grade levels. The data collected will be analyzed and checked for usefulness and decisions will be made as to whether to continue with this data source or search for an improved source of data.

Person Responsible	SH	S	EP	Provider	Type	App.
Mr. Joe Stroup, Director of Curriculum and Instruction	2	2	25	Midd-West School District	School Entity	No

Knowledge	Teachers will understand how to test students and use the data from testing in order to better drive instruction.
Supportive Research	Data driven systems data

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

Training Format

School Whole-Group Presentation

Participant Roles		**Grade Levels**	
	Classroom teachers		
	Principals / Asst. Principals		
Dir	Supt / Ast Supts / CEO / Ex		Elementary - Primary (preK - grade 1)
			Elementary - Intermediate (grades 2-5)
	School counselors		
	Paraprofessional		

Follow-up Activities		**Evaluation Methods**	
	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers		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
			Review of written reports summarizing instructional activity

LEA Goals Addressed:	Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices. Establish a system that enables the building level administrators to become instructional leaders where data is used to generate building level plans and changes to increase student achievement.	Strategy #1: Common Assessment within Grade/Subject Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description
10/31/2014	9/1/2015	Assessment System	Students in Kindergarten through 10th grade will be participating in a regular benchmark assessment occurring three to four times a year in PSSA and Keystone tested subject areas. The district will research, discuss, and then implement a regular assessment system designed to provide data as to where students are functioning in relation to the standards.

Person Responsible	SH	S	EP	Provider	Type	App.
Mr. Joe Stroup	3.0	2	40	NWEA and DRC	Non-profit Organization	No

Knowledge	Teachers in K-10, Administrators, Guidance Counselors, Special Education Teachers, and Title 1 Teachers will be trained on the use of the K-2 component of MAP Testing and 3-10 in Classroom Diagnostic Tests. The training will include test delivery, as well as, data analysis.
Supportive Research	Regular Assessment Systems

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

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

Training Format

School Whole -Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Director of Curriculum School counselors Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed:	Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices. Establish a system that enables the building level administrators to become instructional leaders where data is used to generate building level plans and changes to increase student achievement.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description
10/31/2014	9/1/2015	Assessment System	Students in Kindergarten through 10th grade will be participating in a regular benchmark assessment occurring three to four times a year in PSSA and Keystone tested subject areas. The district will research, discuss, and then implement a regular assessment system designed to provide data as to where students are functioning in relation to the standards.

Person Responsible	SH	S	EP	Provider	Type	App.
Mr. Joe Stroup	3.0	2	40	NWEA and DRC	Non-profit Organization	No

Knowledge	Teachers in K-10, Administrators, Guidance Counselors, Special Education Teachers, and Title 1 Teachers will be trained on the use of the K-2 component of MAP Testing and 3-10 in Classroom Diagnostic Tests. The training will include test delivery, as well as, data analysis.
Supportive Research	Regular Assessment Systems

Designed to Accomplish

For classroom teachers, school counselors and education	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

specialists:

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

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

Training Format

School Whole-Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Director of Curriculum School counselors Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed: **Establish a district system that fully ensures   Strategy #1: Data Analysis Procedures,**

staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Establish a system that enables the building level administrators to become instructional leaders where data is used to generate building level plans and changes to increase student achievement.

Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description
11/12/2014	7/1/2015	Data Systems	Systems for collecting data will be investigated, piloted, and then implemented at grade levels. The data collected will be analyzed and checked for usefulness and decisions will be made as to whether to continue with this data source or search for an improved source of data.

Person Responsible	SH	S	EP	Provider	Type	App.
Mr. Joe Stroup, Director of Curriculum and Instruction	2	2	25	Midd-West School District	School Entity	No

Knowledge

Teachers will understand how to test students and use the data from testing in order to better drive instruction.

Supportive Research

Data driven systems data

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

Training Format

School Whole-Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Director of Curriculum School counselors Paraprofessional	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Review of written reports summarizing instructional activity

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 or 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 Victor Abate on 11/22/2018

Board President

Affirmed by Richard Musselman on 11/22/2018

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 Victor Abate on 11/22/2018

Board President

Affirmed by Richard Musselman on 11/22/2018

Superintendent/Chief Executive Officer