Neshannock Township SD

District Level Plan

07/01/2018 - 06/30/2021

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District Profile

Demographics

3834 Mitchell Rd
New Castle, PA 16105
(724)658-4793
Superintendent: Terence Meehan
Director of Special Education: Concetta Fiorante

Planning Process

Mr. Heasley, The Neshannock Township School District Comprehensive Plan Coordinator, will head the Comprehensive Planning Committee to develop a new Comprehensive Plan for the Neshannock Township School District. Mr. Heasley will utilize the steps listed below to develop, write, submit, and implement the Neshannock Township School District Comprehensive Plan.

1) Mr. Heasley will meet with Intermediate Unit personnel to learn the steps necessary to develop the Comprehensive Plan. Process, and timelines will be discussed with David Zupsic who is the Intermediate Unit expert on developing a School District Comprehensive Plan. (November 2016)

2) A Comprehensive Planning Committee will be developed. The Team will be made up of school administrators, elementary teachers, high school teachers, parents, business representatives, community members, and school board members. (December 2016)

3) The DIstrict Comprehensive Planning Committee will meet to discuss and formulate a revised Comprehansive Plan. The tasks will consist of, but not be limited to: reviewing district data; reading about 21st century teaching and learning; writing mission, vision, and belief statements; learning about and utilizing the District Level Guiding Questions (DLGQ); completing 21st century teaching and learning packets; identifying the District's highest priorities based on systemic challenges; writing District SMART Goals; and Developing District-based Action Plans. (December 2107-January 2018)

4) Mrs. Connie Fiorante, Director of Pupil Services, will be responsible for submitting the Special Education section of the Comprehensive Plan.

5) Once the Comprehensive Plan is completed, it will be submitted to Intermediate Unit IV personnel to review, critique, make suggestions, and be returned to Mr. Heasley to correct or add any other necessary information. (January, 2017)

6) Once Intermediate Unit IV personnel, and administrators at NTSD believe the Comprehensive Plan is ready, it will be submitted to the Pennsylvania Department of Education. (February 2018)

7) Once the Comprehensive Plan is submitted to the PDE, the District will wait to hear if changes are necessary. Full implementation of the new Comprehensive Plan will occur for the 2018 - 2019 school year.

Mission Statement

Neshannock Township School District is committed to developing extraordinary students.

Vision Statement

The Neshannock Township School District envisions all students will become passionate learners, contribute productively to society, and demonstrate courage of conviction and character.

Shared Values

Neshannock Township School District believes:

- in cultivating positive relationships.

- diversity enriches and strengthens performance.

- parents and community are essential partners in learning.

- every person is valuable and worthy of respect.

- that choices today in fostering sound decision-making affect tomorrow.

- recognizing and addressing unique abilities and needs generates powerful outcomes.

- that students learn at different rates and in different ways.

- every person has inherit value and deserves respect.

- people perform better in a safe and caring environment.

- risk is essential to achieving greatness.

- the school community has a right to be safe and secure.

Educational Community

The Neshannock Township is located in the north central part of Lawrence County. It is approximately five miles north of New Castle, PA. The Township occupies an area of approximately 17.6 square miles. It is surrounded by three townships and the city of New Castle: Hickory Township to the east; the city of New Castle and Union Township to the south and west. The

Shenango River forms the western boundary, and the Neshannock Creek forms the eastern boundary of the Township. Because the area is located between two rivers, the Native Americans gave the area the name Neshannock meaning "the place between two waters".

Today, Neshannock Township is a bustling suburban community of approximately 9,250 residents. Residential opportunities are wide and varying. The township features homes available for those with modest taste as well as homes that meet the taste of the most discriminated owners. Condominiums, residential apartments, and apartments for the elderly are located throughout the township.

The beautiful Pearson Park provides the hub of the township's recreational facilities. Included in the park are hiking trails, picnic and playground areas, a swimming pool, tennis courts, a meeting room, and a sports complex which provides ball fields for soccer, softball and baseball, as well as an ice skating arena.

The history of the Neshannock Township School District dates back to the year 1812 when the first recorded "schools" were found in the homes of residents, the first of which was located in the Watson and Baker farms. As the population grew, the buildings were consolidated to improve the quality of education for all children. The Elementary School was built in 1956 and the Neshannock Junior/Senior High School was completed in 1959.

The Neshannock Township School District has approximately 1300 students. Enrollment is steady, because the District has a reputation for providing students with a quality education. The community also values education and wants to ensure that the children have a high caliber education. There is little cultural diversity in the District's student population, but diversity has increased over the past decade. The graduation rate hovers at around 99%.

Neshannock is a small district with a reputation for their Commitment to Excellence in Education. The school and class sizes allow for a personal approach to instruction.

There are two buildings that make up the Neshannock Township School District: one elementary school (K-6) and one junior/senior high school (7-12), although the two buildings are connected with Central Adminstration located in the middle. By having the two schools connected, it allows many great opportunities for the high school annd elementary students to benefit from such proximity.

Neshannock Township School District is always raising the bar on academic excellence. In order to do this, we have to put into place programs that challenge all students and develop programs that are not traditionally offered in the "traditional" school. The focus is always on children, and the highly qualified professional staff takes pride in the quality of education they provide the students.

The District operates its own transportation system and transports students to private, parochial, and special education institutions in addition to our local school district.

The strong leadership of the Neshannock Township Board of School Directors and administrative team provides numerous opportunities for teachers, non-teaching staff, parents, students, and community members input into future-focused planning and operations.

Shared Values

We believe all students can learn. We prepare our students to be life-long learners. Students learn in different ways and at different rates. The key aspect of education is developing well rounded students who think creatively and critically to make informed decisions and solve problems. Education enables the individual to be a responsible, self-disciplined member of a community. Educational and cultural diversity enriches the educational experience for students. Students and staff will be proactive in creating a safe and caring environment. Education is a cooperative effort of the Board of Education, staff, students, parents, and the community. The school district fosters an environment that encourages all staff to exercise their unique skills to enhance education.

Planning Committee

Name	Role
Concetta Fiorante	Administrator : Professional Education Special Education
Matthew Heasley	Administrator : Professional Education Special Education
Dr. Tracy McCalla	Administrator : Professional Education Special Education
Dr. Terence Meehan	Administrator : Professional Education Special Education
Luca Passarelli	Administrator : Professional Education Special Education
Karen Houk	Board Member : Professional Education
Alicia Measel	Business Representative : Professional Education
Ryan Nebel	Business Representative : Professional Education
David Antuono	Community Representative : Professional Education
Heather Harcar	Community Representative : Professional Education Schoolwide Plan
Brenda DeVincentis	Ed Specialist - School Counselor : Professional Education
Jan Baglia	Ed Specialist - School Psychologist : Professional Education

Laura Conti	Elementary School Teacher - Regular Education : Professional Education
Jessie Reynolds	Elementary School Teacher - Regular Education : Professional Education Special Education
Lesley Herman	Elementary School Teacher - Special Education : Professional Education Special Education
Nancy Blank	High School Teacher - Regular Education : Professional Education Special Education
Brigette Scala	High School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
Staci Norris	Middle School Teacher - Regular Education : Professional Education
Alissa Smith-Sumner	Middle School Teacher - Regular Education : Professional Education
Jenny Flannery	Parent : Professional Education Schoolwide Plan
Stephanie Peluso	Parent : Professional Education Special Education Schoolwide Plan

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

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

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

Unchecked answers

> *None.*

Elementary Education-Intermediate Level

Checked answers

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

Unchecked answers

> *None.*

Middle Level

Checked answers

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

Unchecked answers

> *None.*

High School Level

Checked answers

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

Unchecked answers

> *None.*

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

We are currently, as a district, aligning all of our disciplines to the Pennsylvania Core Standards. Every five years we go through a district-wide rotating, research-based, curriculum review for all of our subjects K-12. This allows our district to keep current with best practices concerning our curriculum as well as our instructional methods. These district review committees are made up of teachers from every grade level K-12, and

they are extremely thorough. These reviews almost always end with significant changes to our curriculum, assessment, and instruction.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

We are currently, as a district, aligning all of our disciplines to the Pennsylvania Core Standards. Every five years we go through a district-wide rotating, research-based, curriculum review for all of our subjects K-12. This allows our district to keep current with best practices concerning our curriculum as well as our instructional methods. These district review committees are made up of teachers from every grade level K-12, and they are extremely thorough. These reviews almost always end with significant changes to our curriculum, assessment, and instruction.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

We are currently, as a district, aligning all of our disciplines to the Pennsylvania Core Standards. Every five years we go through a district-wide rotating, research-based, curriculum review for all of our subjects K-12. This allows our district to keep current with best practices concerning our curriculum as well as our instructional methods. These district review committees are made up of teachers from every grade level K-12, and they are extremely thorough. These reviews almost always end with significant changes to our curriculum, assessment, and instruction.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

We are currently, as a district, aligning all of our disciplines to the Pennsylvania Core Standards. Every five years we go through a district-wide rotating, research-based, curriculum review for all of our subjects K-12. This allows our district to keep current with best practices concerning our curriculum as well as our instructional methods. These district review committees are made up of teachers from every grade level K-12, and they are extremely thorough. These reviews almost always end with significant changes to our curriculum, assessment, and instruction.

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

This narrative is empty.

Modification and Accommodations

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

This narrative is empty.

Instruction

Instructional Strategies

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

Unchecked Answers
- Instructional Coaching

Regular Lesson Plan Review

   Checked Answers
- Administrators

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

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

The established curriculum and its seamless delivery is of paramount importance. The above listed strategies are ingrained professional practices and have become standard procedures to build the capacity to teach and learn.

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

We have no plans to add an instructional coaach at this point.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

gifted students.	district classrooms

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

This narrative is empty.

High School Level

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

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

These are all practices we endorse and comply, but we do not measure the amount of time devoted to each.

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.

All of our teachers at Neshannock Township School District are highly qualified and capable of meeting the learning needs of students who are below proficient or are at risk of not graduating. We address the at-risk students in the following ways: In the elementary school every teacher develops a list of students we refer to as hot-list students. We track these hot-list students through the entire curriculum to ensure that they are learning what is expected. If a student struggles, he/she goes through our Instructional Support Team (IST) program. Concerning all of the hot-list students, each teacher returns the tracking report to the principal each year, indicating the success rate of the hot-list students. In the middle and high school, the students are carefully tracked through PSSA and Keystone exams. The data collected by these exams and some curriculum-based data is imported into OnHands management system. Teachers and administrators use OnHands to identify and help at-risk students. Every student who is unsuccessful with the Keystone Exam is give an individual program to help ensure that he/she passes the Keystone the second time.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	25.00	25.00	25.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	1.50	1.50	1.50
Health	0.25	0.25	0.25
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.25	3.25	3.25
Electives	5.00	5.00	5.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

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

- 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.

Unchecked answers

- 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		X	X
Career Education and Work		X			X	
Civics and Government		X			X	
PA Core Standards: English Language Arts		X	X	X		X

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Objective quiz, projects - brochure, flier, reports, power point, spreadsheets, graphs/charts, drawings, picture compositions, simulations, videos,	X	X	X	X
publications, presentations, sewing projects, Keystone Exam, PSSA, PASA, SAS Assessments, musical concerts, ACT/SAT, AP U.S. History Exam,	X	X	X	X
teacher created unit tests, quizzes from supplemental materials, speeches, reserach paper, 5 paragraph essays, oral reports, Presidental Physical	X	X	X	X
Fitness Challenge, teacher developed CBE's, textbook assessment, written work by students, AP Exam (calculus), PSAT, mid-term and final exams,	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
AIMSWeb, Study Island, textbook assessments, STAR reading, SAT/ACT, Written work, 4Sight, Teacher Created B.M.S. SAS portal material	X	X	X	X
Presidenial Challenge, health profile lab, skill development tests, responders	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Exit tickets, fitness assessments, progress monitoring,	X	X	X	X

teacher created curriculum based assessments, diagnostic assessments, scientific experiements,				
textbook assessments, Think-Pair-Share, active reading, John Collins Writing, Practice writing, homework assigements based on standards/rubrics,	X	X	X	X
teacher resigned assessments, non-verbal cues, small group work, vocabulary practice, classroom conversation, classroom exercises, whole class board work,	X	X	X	X
Do Now activities, flashcards, observation by teacher, student checklist, heart rate checks, Teacher developed CBE's, written work by students,	X	X	X	X
response cards	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Timings, skill builder lessons, classroom diagnositic, running record, textbook assessments, CDT, pre-quiz, pre-activity, conversation	X	X	X	X
Fitness tests - running record, health profile lab running record	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Building administers review assessments used by teachers to ensure test quality, types of questions, alignment with instruction and standards.
Teachers submit samples of assessments to department, the department-chair, then principal.
Assessments are reviewed to insure that state standards are being met.

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.

Department-chairs/Grade-level facilitators work with their department to review local assessments every year and make sure they are aligned.

Collection and Dissemination

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

On-Hands, Site Reporter, Diagnostic and formative assessments are conducted and analyzed by departments.
Administrators share PSSA result information with the teaching staff.
The administration collects, sorts, analyzes, and produces a final product that is able to be used and understood by faculty.

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.

Special education teachers review data and write goals and objectives that focus on areas where scores show below basic proficiency.
That data helps decide accommodations and remediation plans for students not proficient.

Assessment Data Uses

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

Teachers use data to determine areas of strength and need of improvement and then lessons are created that focus on specific skills.
Assessment data is used at all levels to identify strengths and weaknesses.
Departments and grade levels work together and use current resources such as SAS top assist and guide them.

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

A department review helps pinpoint the weaknesses and then develop plans to improve those areas.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

Parents are informed of their child's scores via a letter and parent conferences are available for parents with concerns.
Teachers meet with parents, and/or send letters/e-mails, and/or make phone calls to parents of students who do not achieve/master course content.
Continue to communicate to the school community in all media ways that are available.

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

This narrative is empty.

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.

We demonstrate (and measure) continued growth in student achievement by administering standards-based, teacher-created benchmark assessments; by administering Classroom Diagnostic Tests; by administering teacher-created diagnostic tests and then creating prescriptive education plans; and by evaluating data from a variety of nationally norm-referenced exams that compare our students to their peers at the state and national levels. We also utilize multiple forms of curriculum-based assessments to track students through the curriculum. Teachers effectively use formative assessments to help guide them in their instruction, and they analyze the data from summative assessments to know which students have learned the intended standards and which students have not yet learned the intended standards. Both formative assessments and summative assessments are crucial to help guiding our curriculum and instruction.

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

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

We rely on our alternative education providers to provide counseling services in an alternative placement.

Screening, Evaluating and Programming for Gifted Students

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

The district provides awareness activities including annual public notice in local newspaper, posting in district's website, posting in district central office and individual buildings as well as policy handbook. Information is shared with families through parent organizations, IST and SBIT meetings. Neshannock Township School District makes the permission to evaluate forms readily available to the parents and provide a copy of the form to the parents within 10 calendar days of an oral request. The district must receive a parent's signature on the form in order to continue with the evaluation process. Parents will also be asked to provide information that will be included in the multi-disciplinary evaluation.

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

In the Neshannock Township School District, screening data from a variety of sources will be reviewed annually. This systematic screening process fulfills the district's obligation to conduct child find activities for students who may need instruction not ordinarily provided in the general education curriculum.

The District Child Find review considers information about academic and cognitive abilities collected on all students at a given grade level. In the spring of each year, after receiving the results of the state assessments, the district will conduct a review of the screening information for all students. When the student's data fall within a range expected for students who need gifted education, the district will complete the Level 1 Gifted Screening Form.

During **Level 1**
, a Gifted Screening Form will be used to determine if there is a need to refer the student for a Gifted Multidisciplinary Evaluation (or level 2). There is an Elementary Gifted Screening Form used for K-6th grade, and a Secondary Gifted Screening Form used for 7th-12th grades. An initial Child Find letter will be given to the teachers to gather academic information for these Screening Forms. Please see Appendices B, C, and D for a copy of the Child Find Letter and the Level 1 Elementary and Secondary Gifted Screening Forms.

Data considered on the **Elementary Gifted Screening Form**
include: IOWA percentile scores in reading and math, grade percentile scores in math and language arts, the Gifted Rating Scale (GRS) - School Form, and the Cognitive Abilities Test (CogAT) composite score. If the Cognitive Abilities Test is not available, the guidance counselor will administer the Slosson Intelligence Test. This information is compiled into a district generated screening matrix with point values given for each item. If a student achieves the required number of points, he or she is recommended for Level 2, the Gifted Multidisciplinary Evaluation.

Data considered on the **Secondary Gifted Screening Form**
include: PSSA scores in reading and math, the student's QPA, and the student's most recent Cognitive Abilities Test composite score. If a student has a matrix score of 16 or more, the student's teachers in the four major subject areas (English, Math, Social Studies, and Science) will be given the Gifted Rating Scale (GRS)-School Form to complete. The results of

the GRS will be put into the matrix and if the student obtains the required number of points, the student will be referred to Level 2, the Gifted Multidisciplinary Evaluation.

If the student is referred to the Level 2 evaluation (Multidisciplinary Evaluation), the parent will be sent a Permission to Evaluate form to gain their written consent for the evaluation. The district must receive a parent's signature on the Permission to Evaluate form in order to continue with the evaluation process. If the student does not meet the required number of points to be referred for Level 2, the gifted screening process ends at Level 1.

1.   **Teacher Referral**

When a teacher makes a referral for a Gifted Multidisciplinary Evaluation (GMDE), the district will review the previous Child Find Data and if the student meets the required criteria for Level 1 screening, he or she will be referred for Level 2 Evaluation, the Gifted Multidisciplinary Evaluation.

1.   **Parent Referral**

According to Pennsylvania Chapter 16 Rules and Regulations, "*when a parent suspects their child is gifted, he or she may request a GMDE at any time, with the limit of one request per school year. The request must be in writing. The school district shall make the permission to evaluate form readily available for that purpose. If a request is made orally to any professional employee or administrator of the school district, that individual shall provide a copy of the permission to evaluate form to the parents within 10 calendar days of the oral request.*"

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

When a student is referred to Level 2, the district will initiate a **Gifted Multidisciplinary Evaluation (GMDE)**
to be conducted by the **Gifted Multidisciplinary Team (GMDT)**
. In addition to the information that is provided through the level 1 screening, the following data will also be considered by the GMDT in a **Gifted Written Report (GWR)**
:

1)   Standardized and nationally normed individual intelligence tests; including, but not limited to, the Wechsler Intelligence Scale for Children IV, Stanford-Binet Intelligence Test V, or Woodcock-Johnson Test of Cognitive Abilities-III   (the most current revisions will be used as available).

2)   Standardized and nationally normed individual achievement tests; including, but not limited to, the Wechsler Individual Achievement Test-II, Woodcock-Johnson Tests of Achievement III, Kaufman Test of Educational Achievement-   II, Test of Written Language-3, Gray Silent Reading Test (the most current revisions will be used as available).

3)   Chuska Scales for Rate of Acquisition and Rate of Retention

4)   Parent Information Questionnaire and Parent Checklist (checklist of characteristics of gifted children) to be filled out by the student's parent or guardian.

5)   As provided to the GMDT, a review of the student's products, portfolio's, competition results, demonstrated skills or other noteworthy achievements to help in the determination of expertise or specialized skills, higher level thinking,   academic creativity, intense academic interest areas, communication skills, foreign language aptitude, or technology expertise. This information may be given to the GMDT by the teacher(s) and/or parent(s).

6)   Curriculum Based Assessments (current and above grade level testing) will be used as needed to further determine the student's need for specially designed instruction.
It is ultimately the responsibility of the Gifted Individual Education Program (GIEP) Team to determine whether or not a student is gifted, based on a review of the information in the Gifted Written Report (GWR). Once the GWR is completed, a GIEP meeting will be scheduled and parents will receive an invitation to attend. The Pennsylvania Chapter 16 Rules and Regulations state: *"the GIEP Team includes one or both parents; the student if the parents choose to have the student participate; a representative of the district who serves as the chairperson of the GIEP Team and is knowledgeable about the availability of resources of the district and authorized by the district to commit those resources; one or more of the student's current teachers; other individuals at the discretion of either the parents or the district, a teacher of the gifted."*
The following areas will be assessed, given a point value, and plotted on the district Level 2 Gifted Matrix (please see Gifted Matrix in Appendix E). The areas that will be assessed (in accordance with Chapter 16 of the 22 PA Code) are:

1.   Intellectual ability - full scale IQ standard score from an individually administered intelligence test, including, but not limited to, the Wechsler Intelligence Scale for Children IV, Stanford-Binet Intelligence Test V, or Woodcock-Johnson Test of Cognitive Abilities-III (the most current revisions will be used as available). The General Ability Index (GAI) will be used on the WISC-IV if deficits in memory or processing speed are determined to lower the overall full scale IQ score.

2.   Achievement- the highest subtest standard score on an individually administered achievement test, including, but not limited to, the Wechsler Individual Achievement Test-II, Woodcock-Johnson Tests of Achievement III, Kaufman Test of Educational Achievement-II, Test of Written Language-3, or Gray Silent Reading Test (the most current revisions will be used as available).

3.   Rate of Retention and Rate of Acquisition- the combined total score on the Chuska Scale for Rate of Retention and Rate of Acquisition.

4.   Demonstrated achievement, performance or expertise in one or more subject areas- the highest total rubric score obtained from a review of the portfolio of demonstrated achievement or expertise submitted to the GMDT by teachers/parents.

5.   Learning Strengths (higher level thinking skills, academic creativity, leadership, intense academic interest, communication skills, foreign language aptitude, and technology

expertise)- the total number of strengths as indicated through teacher and parent reports/questionnaires/checklists and ratings on the Gifted Rating Scale (a T score of 60 or above).

**NOTE: When making a determination of eligibility for gifted services, the GIEP team will take into consideration any documented, observed validated or assessed evidence that intervening factors such as English as a second language, disabilities defined in 34 CFR 300.8 (relating to a child with a disability), gender or race bias, or socio/cultural deprivation are masking gifted ability.

The scores from these 5 areas above will be totaled on the matrix, and if a student achieves the required number of points, the student qualifies for gifted support services. This matrix system ensures that a comprehensive assessment (that includes an assessment of the student's intellectual abilities, academic skills, rate of retention/acquisition, learning strengths, and review of the student's portfolio/areas of expertise) is provided to a student referred for an evaluation for inclusion in gifted support services.

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.

Each year prior to the GIEP meeting, parents are notified of the meeting and a parent questionaire is sent. Gifted Programs and specially designed instruction are prepared for each individual student. The questionaire helps the GMDT to determine what the student needs are and how they can be met. Neshannock Township School District provides enrichment and opportunities for acceleration in all content areas. Our district provides a variety of AP courses, honors courses, independent studies, Club Invention, competitive activities, and opportunities for students. Students and parents work collaboratively with guidance counselors and gifted faciliators to plan and map programs that prepare for post secondary transition. Do you feel the Special Education program that has been provided for your son/daughter has been appropriate for your child? Why or why not?

2. What specially designed instruction in the regular classroom and/or through the gifted enrichment program has been helpful and enhanced the education for your child?

3. What specially designed instruction would you like to see included in your child's educational program?

4. Does your child display particular expertise in any one or more academic area(s)? If so, please explain and provide any products or portfolios of that expertise.

5. What are your child's interests and activities?

6. What specific suggestions do you have for your child's educational program?

7. Please share any additional comments you may have:

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X

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

Explanation of developmental services:

To promote a safe and supportive school environment, we participate in the Olweus Bullying prevention program; promote meetings with stakeholders to create solutions to issues; administer culture and climate surveys and evaluate the data; and we provide academic support programs that supplement the instruction and assessment that occurs in the classroom.
Instead of RtII, we utilize an (Instructional Support Team) IST program to identify and help struggling students. Parents, teachers, principals, guidance counselors, reading specialists, and any other potential stake-holder, is part of the IST process. The IST team meets regularly and specifically about particular students. The meeting can be generated by parents, students, teachers, or another entity. The purpose of an IST at Neshannock is usually academic in nature,but can be behavioral, emotional, or any other situation where we believe that everyone in a child's life should be on one page working together. We have had great success with our IST process!

Diagnostic, Intervention and Referral Services

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

Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

Neshannock Township School District will utilize all of the diagnostic intervention, and referral services listed on an as needed basis. We have the blocks in place, K-12, to help students get the help that they may need.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

All of the consultation and coordination services listed are integrated into all levels of our educational program, K-12.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

The classroom teacher, reading specialist, and special education teachers are all important stakeholders in the education of a student. At Neshannock Township School District, we expect the special education teachers and regular education teachers to communicate on a daily basis about children. Our regular education teachers and special education teachers do a tremendous job of ensuring that all students' IEPs are being met with great academic, behavioral, and emotional success. They do this in formal ways such as daily meetings, grade-level meetings, department meetings, etcetera. They also do this with good old fashioned speaking with one another. Our teachers talk to each other every day about their students, and the accommodations, modifications, or interventions that need to be used to help their students.

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

Annually, the elementary principal and kindergarten teachers meet with representatives from the local preschools. We discuss our expectations of incoming students, so the preschools know what the LEA is expecting of their students. Head Start, and five other preschools normally attend this meeting. Also, the preschools share, with parent permission of course, all academic records of their students who will be attending our school. We have found this information to be helpful when dealing with incoming students as well as with the parents. We currently have no after school program on site, but our busses deliver children to various daycare facilities throughout the area.
Tutoring is alive and well at Neshannock Township School District. At the K-6 level, many students take advantage of our before-school tutoring, which is offered by many of our teachers. At the 7-12 level there is an entire period devoted to tutoring students. Ninth period, from 2:45 PM - 3:25 PM, any student may stay and get tutored, by their highly-qualified classroom teacher, in any subject that a student chooses. This tutoring takes place Monday through Friday, and many students, some who struggle and some who don't, take full advantage of this tutoring opportunity. The principals and teachers often make contact with parents to "encourage" the student to stay for ninth period tutoring. The students who stay ninth period for after-school tutoring are transported home by school district busses. Also, In the morning before school National Honor Society students tutor struggling elementary and Jr High/High School students.

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.

1.   *** Neshannock Township School District conducts child find activities monthly.

2.   *** The school psychologist works with the private and parochial schools throughout Lawrence and Mercer counties.

3.   *** Neshannock works directly with Pre-K early intervention agencies and providers.

4.   *** Our school psychologist, speech therapist, and Director of Pupil Services works collaboratively with MIU IV to identify early intervention students.

5.   *** The NTSD psychologist, speech therapist, and Director of Pupil Services attend transition meetings, usually late winter.

6.   *** The Director of Pupil Services and school psychologist provide information that helps parents to plan for the education of their special needs children.

7.   *** The Neshannock Township School District will provide an educational plan for children with disabilities, with parent support.

8.   *** NTSD works directly with Head Start, New Castle School District, Intermediate Unit IV, High five Program at McGill, and Lawrence/Mercer County agencies to help ensure a smooth transition for children entering our schools.

9.   ***** At a meeting that takes place in February, the NTSD Director of Pupil Services and school psychologist meet with parents and various agencies. At this meeting NTSD representatives help parents to better understand kindergarten registration; explain the intent to register form; discuss the readiness screening, health screenings and hearing screenings; and the parents and children are invited to tour the school. We also address the evaluation report and individualized education plans, that we work collaboratively to get signed by the parent.**

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

At Neshannock Township School District, we perform a formal and thorough curriculum review of all subjects. This is done on a rotating basis, but after five or six years every discipline is reconfigured. The review process begins with a team of teachers, administrators, and parents. The team analyzes data from the district, as well as data from other districts. We do this to identify district strengths and weaknesses and to contemplate how we might improve our instruction to increase student achievement. We communicate with universities and their teaching professionals. After the data is peeled back, we identify schools in western Pennsylvania that we might like to visit to analyze how they are doing things. We normally meet with a team of teachers and possibly a curriculum director. We are armed with questions that we would like to have answered. These questions are generated from our data and the data gleaned from other districts/universities and the state. The team decides what is working well in our district and what might work better if we made changes to our curriculum or instruction. These thoughts are crossed-referenced with best practices, and Action Plans are generated. The Action Plans are the meat and potatoes of the curriculum review, as the Action Plans must be implemented in order to increase student achievement. After the Curriculum Review is written, the Team makes a formal presentation to the school board for final approval. The final step of the curriculum review is the implementation of the Action Plans. Five years later, we start the whole process again, unless we receive new information from the state or if something is not working as planned. On more than one occasion, we have reopened the curriculum review to tweak something because we received new information from the state or things were not working as we had planned. The curriculum review document is certainly a working document. This entire process is thorough, succinct, and well thought out. We have had great success with this type of curriculum review.

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	Accomplished

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

Provide explanation for processes used to ensure Accomplishment.

At Neshannock Township School District, we perform a formal and thorough curriculum review of all subjects. This is done on a rotating basis, but after five or six years every discipline is reconfigured. The review process begins with a team of teachers, administrators, and parents. The team analyzes data from the district, as well as data from other districts. We do this to identify district strengths and weaknesses and to contemplate how we might improve our instruction to increase student achievement. We communicate with universities and their teaching professionals. After the data is peeled back, we identify schools in western Pennsylvania that we might like to visit to analyze how they are doing things. We normally meet with a team of teachers and possibly a curriculum director. We are armed with questions that we would like to have answered. These questions are generated from our data and the data gleaned from other districts/universities and the state. The team decides what is working well in our district and what might work better if we made changes to our curriculum or instruction. These thoughts are crossed-referenced with best practices, and Action Plans are generated. The Action Plans are the meat and potatoes of the curriculum review, as the Action Plans must be implemented in order to increase student achievement. After the Curriculum Review is written, the team makes a formal presentation to the school board for final approval. The final step of the curriculum review is the implementation of the Action Plans. Five years later, we start the whole process again unless we receive new information from the state or if something is not working as planned. On more than one occasion, we have reopened the curriculum review to tweak something because we received new information from the state or things were not working as we had planned. The curriculum review document is certainly a working document. This entire process is thorough, succinct, and well thought out. We have had great success with this type of curriculum review.

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	Accomplished

Provide explanation for processes used to ensure Accomplishment.

At Neshannock Township School District, we perform a formal and thorough curriculum review of all subjects. This is done on a rotating basis, but after five or six years every discipline is reconfigured. The review process begins with a team of teachers, administrators, and parents. The team analyzes data from the district, as well as data from other districts. We do this to identify district strengths and weaknesses and to contemplate how we might improve our instruction to increase student achievement. We communicate with universities and their teaching professionals. After the data is peeled back, we identify schools in western Pennsylvania that we might like to visit to analyze how they are doing things. We normally meet with a team of teachers and possibly a curriculum director. We are armed with questions that we would like to have answered. These questions are generated from our data and the data gleaned from other districts/universities and the state. The team decides what is working well in our district and what might work better if we made changes to our curriculum or instruction. These thoughts are crossed-referenced with best practices, and Action Plans are generated. The Action Plans are the meat and potatoes of the curriculum review, as the Action Plans must be implemented in order to increase student achievement. After the Curriculum Review is written, the team makes a formal presentation to the school board for final approval. The final step of the curriculum review is the implementation of the Action Plans. Five years later,we start the whole process again unless we receive new information from the state or if something is not working as planned. On more than one occasion, we have reopened the curriculum review to tweak something because we received new information from the state or things were not working as we had planned. The curriculum review document is certainly a working document. This entire process is thorough, succinct, and well thought out. We have had great success with this type of curriculum review.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

At Neshannock Township School District, we perform a formal and thorough curriculum review of all subjects. This is done on a rotating basis, but after five or six years every discipline is reconfigured. The review process begins with ateam of teachers, administrators, and parents. The team analyzes data from the district, as well as data from

other districts. We do this to identify district strengths and weaknesses and to contemplate how we might improve our instruction to increase student achievement. We communicate with universities and their teaching professionals. After the data is peeled back, we identify schools in western Pennsylvania that we might like to visit to analyze how they are doing things. We normally meet with a team of teachers and possibly a curriculum director. We are armed with questions that we would like to have answered. These questions are generated from our data and the data gleaned from other districts/universities and the state. The Team decides what is working well in our district and what might work better if we made changes to our curriculum or instruction. These thoughts are crossed referenced with best practices, and Action Plans are generated. The Action Plans are the meat and potatoes of the curriculum review, as the Action Plans must be implemented in order to increase student achievement. After the Curriculum Review is written, the Team makes a formal presentation to the school board for final approval. The final step of the curriculum review is the implementation of the Action Plans. Five years later, we start the whole process againunless we receive new information from the state or if something is not working as planned. On more than one occasion, we have reopened the curriculum review to tweak something because we get new information from the state or things are not working as we had planned. The curriculum review document is certainly a working document. This entire process is thorough, succinct, and well thought out. We have had great success with this type of curriculum review.

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	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms

PA Core Standards: Mathematics	Full Implementation
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	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

The teachers and administrators are utilizing SAS when appropriate. Sometimes there is relevant information in SAS, and sometimes there is not. As SAS continues to grow and improve, we will continue to grow and improve as well. Our curriculum is designed to utilize multiple sources or material, and we do not rely solely on SAS.

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

School Climate	Full Implementation

Further explanation for columns selected "

The teachers and administrators are utilizing SAS when appropriate. Sometimes there is relevant information in SAS, and sometimes there is not. As SAS continues to grow and improve, we will continue to grow and improve as well. Our curriculum is designed to utilize multiple sources or material, and we do not rely solely on SAS.

Middle Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation

Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

The teachers and administrators are utilizing SAS when appropriate. Sometimes there is relevant information in SAS, and sometimes there is not. As SAS continues to grow and improve, we will continue to grow and improve as well. Our curriculum is designed to utilize multiple sources or material, and we do not rely solely on SAS.

High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation

American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

The teachers and administrators are utilizing SAS when appropriate. Sometimes there is relevant information in SAS, and sometimes there is not. As SAS continues to grow and improve, we will continue to grow and improve as well.
SAS is used as a resource. Our curriculum is designed to utilize multiple sources or material, and we do not rely solely on SAS.

Early Warning System

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

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

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and	X	X	X	X

use data in instructional decision making.				
Empowers educators to work effectively with parents and community partners.	X	X	X	X

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

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

The professional education program for classroom teachers, school counselors, and education specialists at NTSD is a research-based program designed to meet the needs of the professional staff. Surveys are provided to staff each year asking what professional development needs the staff might want. Some samples are the development of a K-6 Reading Academy where the School District partnered with The University of Pittsburgh. University professors visited our district for two years helping our teachers to learn and re-learn best pedagogy for teaching reading. The district also offered professional development in differentiated instruction, SmartBoard training, data analysis, and others. We are currently working on better educating ourselves on STEM and best practices around STEM/STEAM.

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:

1/13/2017
The LEA plans to conduct the required training on approximately:
2/18/2022

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:
2/16/2017
2/15/2018
The LEA plans to conduct the training on approximately:
2/17/2022

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:
2/16/2017
2/15/2018
The LEA plans to conduct the training on approximately:
2/17/2022

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.

Analyzing student data has been a major focus in the School District in order to set learning priorities. There are clear expectations of how to use data for staff implementation. The principals are responsible for ensuring the teachers are utilizing data to benefit student learning. The principals evaluate each teacher annually, are responsible for the implementation of professional development activities, ensure teachers are using best practices by monitoring instruction, and help the teachers sort through the data to help drive instruction.

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 inductee works with a mentor, building level principal, grade level teachers, and induction coordinator to develop instructional practices known to improve student achievement. Challenging work to diverse student populations is evident in lesson plans and observations. Inductees will know the basic details and expectations related to district-wide and school initiative, practices, policies, procedures. These details are outlined in the mentor/inductee induction program. Inductees are taught by mentors how to navigate the SAS portal. Inductees use materials and resources in daily lessons. Inductees work with mentors, the building principals, and the induction coordinator using classroom management strategies. Inductees work with the guidance staff to assist students in crisis. Inductees are encouraged to work with other grade levels and other teachers. Opportunities are provided for new teachers and experienced teachers to learn the newest initiatives from PDE.

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.

Mentors observe inductees every month. The Induction coordinator performs formal observations along with numerous walkthroughs on a monthly basis. Building level principals also do walkthroughs and formal observations. Inductees meet regularly with mentor and induction coordinator. Inductees gather both summative and formative assessment data. Inductees are given a local survey twice a year. Lesson plans are reviewed by the building principal. Inductees keep a portfolio and collect artifacts that fall under the four teacher effectiveness domains. Inductees demonstrate researched-based instructional models in their teaching and lesson plans. Teachers who are experienced and Instructional II certified were surveyed to help improve the induction program.

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.

Only outstanding teachers are chosen to be mentors. Mentors normally have the same certification or grade level assignment as the new teacher they would be working with. Only teachers who model continuous learning and reflection are chosen to be mentors. All mentors have knowledge of policies, procedures, and resources. Mentors must have at least three years experience in the district and must be tenured. Potential mentors have displayed through documented observation and evaluation the ability to work with students and adults. Potential mentors are asked to be mentors and can decline the responsibility if they feel they cannot fulfill the duties required. Mentors and inductees are provided time to meet as needed.

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

Mentors do not have a tremendous amount of formal training, this could be provided if needed. Induction coordinators could train mentors or I.U. courses could be offered.

Induction Program Timeline

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

If necessary, provide further explanation.

N/A

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

At Neshannock Township School District, we have a Professional Development and Induction Committee. The Committee decides what is important and beneficial for teachers to learn and be inserviced. A lot of the inservicing information comes directly from PDE and state mandates such as Common Core Standards or Child Abuse Training, etcetera. Obviously, if PDE is mandating appropriate training, we must inservice our experienced teachers as well as our new teachers on PDE mandates. The Committee also looks at data from our school and other schools to attempt to identify areas of strength and weakness. We address these areas of weaknesses with inservicing for our experienced and inexperienced teachers. All of these trainings and inservicing are also be part of our Teacher Induction Plan.

For our Teacher Induction Program, all new teachers are observed monthly by their mentor and the Induction Coordinator. The principals also observe the new teachers on a regular basis. At the end of the Induction Program, the new teachers are given a survey to complete. The survey is used to help the Committee decide how the Induction Program could be improved for future new teachers to the district.

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: **172**

Identification Method

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

Neshannock Township School District will continue to use the predicted achievement method (regression-based discrepancy method) to identify students with specific learning disabilities. When possible, a pattern of strengths and weaknesses discrepancy analysis is also completed to further substantiate the existence of specific learning disabilities. NTSD uses a comprehensive process in identifying students with a specific learning disability. Prior to referral for evaluation, the progress of all students is monitored by teachers in grade-level teams using curriculum-based assessments and progress monitoring data. If a student is struggling academically or behaviorally, and strategic interventions are needed in the classroom; the student is referred to either the IST (Instructional Support Team) for elementary school students or the SBIT (Student Based Intervention Team) for secondary school students. These team meetings are comprised of the classroom teacher, principal, guidance counselor, parent, Title I teacher(s), and school psychologist. As part of the referral process for this team, the following information is gathered:

- Attendance, report cards and discipline records;

- Medical or clinical information;

- A review of the student's vision and hearing;

- An assessment of the student's functioning in the curriculum including curriculum-based and performance-based assessments (PSSA scores, Iowa test scores, 4Sight benchmarks, AIMSweb scores, progress monitoring);

- A systematic observation of the student's behavior in the classroom or area in which the student is displaying difficulty;

- Parent information including surveys and concerns;

- Teacher concerns with the student's functioning in the classroom, (i.e., lacks necessary skills, has limited motivation, struggles academically in current class, lacks preparation, lacks organizational skills, has difficulty paying attention during class, has difficulty following oral directions, seeks attention from adults, seeks attention from peers, seeks access to privileges, awards; seeks sensory stimulation; lacks independent work skills; has difficulty getting along with peers; has difficulty paying attention in class).

At the team meeting, recommendations and an intervention plan are developed based on the results of the screening information. A date is set to meet again (usually within 30 school days, depending on the severity of the concern). At the next meeting, the student's response to the intervention(s) and/or instructional strategies are examined and documented. At this meeting, depending on the progress of the student, the team may decide to continue the present interventions, develop additional interventions, or refer for an evaluation to determine eligibility and need for special education services. Another date

is set to re-convene the IST or SBIT if additional interventions are recommended or continued monitoring is recommended.

When a student is referred to the school psychologist for a psycho-educational evaluation, the information that has been collected from the IST or SBIT (i.e., interventions attempted and progress made, curriculum-based assessments, progress monitoring data, attendance data, grades, discipline records, medical information, and developmental history) is included with the referral. The school psychologist observes the student in the classroom and administers individual intellectual and achievement tests (standardized and nationally normed). If needed, tests of memory and visual/auditory processing are also administered. All of this data is then considered in making a determination of eligibility and need for special education services.

Before a diagnosis of specific learning disability is made, the IEP team must also determine that the learning disability is not primarily the result of the any of the following:

1.   A visual, hearing or orthopedic disability

2.   Mental retardation

3.   Emotional disturbance

4.   Cultural factors

5.   Environmental or economic disadvantage

6.   Limited English proficiency

The IEP team must also ensure that the underachievement in a child suspected of having a specific learning disability is not due to a lack of appropriate instruction in reading or mathematics by considering documentation that:

1.   Prior to, or as part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction, **and**

2.   Repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessments of student progress during instruction, which was provided to the child's parents.

If all the above criteria are met, the IEP team can make the determination that the student has a specific learning disability; and an IEP is written to address the student's needs.

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

Not significantly disproportionate.

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?

Neshannock Township School District is committed to providing FAPE to any eligible student residing in the district. When the district is made aware of a student who is need of special education or thought to be in need of special education, all I.D.E.A. procedures are followed. The evaluation process would be initiated and an IEP team, if necessary, would be generated, based on the Evaluation report. Programming, location of service, related services, and specially-designed instruction would be addressed to ensure the student is receiving FAPE. Least restrictive environment regarding meeting the student's needs through supplementary aids and services is discussed at every IEP Team meeting at Neshannock.

The District has not encountered any barriers that would limit its obligations under Section 1306 of the Public School Code.

Incarcerated Students Oversight

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

There are no prisons or locations for incarcerated students located in the Neshannock Township School District. If a facility was located in the district, the district would utilize existing child find procedures and design a system to ensure that a free appropriate public education is available and provided for any student identified and in need of special education services. However, the school district works closely and collaboratively in close communication with the Neshannock Township Police Department.

Upon notification that a student has been incarcerated, the Neshannock Township School District will transmit all special education (i.e., current PTE/PTR, ER/RR, IEP, NOREPs, etc.) records to the facility where the student is incarcerated in order to provide a free and appropriate public education (FAPE). Also, pending the release of a student who has been incarcerated, the Neshannock Township School District will request records from the

correctional facility in order to plan and to determine an appropriate educational placement for that student (FAPE) upon the student's return to his/her educational program as provided by the school district. If a disciplinary incident occurs with a special education student that necessitates the local authorities be contacted, the current special education records of the identified special education student are automatically given to the local authorities. Subsequently, the IEP Team is convened and a functional behavior assessment (FBA) is conducted if the student does not have a positive behavior support plan (PBSP). If there is an existing PBSP, the IEP Team shall convene and review the existing PBSP to determine if any revisions are needed to the PBSP or if another FBA is needed to develop a new PBSP.

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.

The federal law and PDE favor education with non-disabled peers to the maximum extent appropriate. It is our district's practice that the IEP team will recommend the extent to which a student with a disability should be mainstreamed based on his/her individual needs. Our district uses a variety of supplementary aids and services to ensure maximum integration. Our district is committed to offering programs and services to meet the needs of students either within Neshannock schools, in neighboring school districts, private schools, or through programs operated by the Midwestern Intermediate Unit IV. Children who have a need for specially-designed instruction are usually able to receive that instruction in our home school district. The district is also committed to providing program options specific to students with more intensive needs including those whose needs can only be met outside the boundaries and programs of this district.

In all settings within Neshannock Township School District classrooms, students are provided with opportunities throughout the school day to interact with non-disabled peers. They share common lunchtimes, special classes, recess, special programs, field trips, and content area subjects as determined by students' needs. Both special and general education

teachers work in collaboration to make appropriate decisions on behalf of students with special needs. The District makes every attempt to provide special education students with supports that enable them to be successful in the general education setting and curriculum. The IEP team, with parents, makes placement decisions including the full range of services to help each child to be as successful and independent as possible.

Our district attends Early Intervention transition meetings to explain our school -aged programs, testing, and range of services to ensure maximum integration into our full-day Kindergarten program. Our district implemented a full-day Kindergarten Program during the 2015-16 FY. In addition to instruction in the general education curriculum, the program provides speech and language/communication support for all Kindergarten students. All Kindergarten students receive articulation, pragmatic language, and communication instruction weekly in their classrooms. By incorporating these techniques on a weekly basis in classrooms, generalization and carryover of learned skills is facilitated. The speech pathologists have opportunities to recognize the unique skills and abilities of each child to help build those early learning literacy and numeracy skills while enriching their language and phonics skills.

Our district uses AIMSweb benchmark tests for all Kindergarten, first, second,and third grade students. The benchmark tests are given in the fall, winter, and spring. Data is collected and reported during parent conferences and Title I parent meetings. For students with IEPs, annual goals are created and progress monitor reports are provided to parents four times a year.

New for Junior High IEP students, for whom the IEP team has determined may need a slower paced mathematics curriculum, the Pre-Algebra course is taught in two years in the learning support classroom by a highly qualified special education teacher. In ninth and tenth grade, IEP students are taught Algebra, part A and B in the regular education classroom with SDI and supplementary aides and services in place. The trigger year for the Keystone Algebra exam is tenth grade rather than ninth grade which is a typical sequence for our high school students.

A Financial Literacy course has been approved for students in grades 11 and 12 beginning with the 2015-2016 school year. The co-teaching model is used to provide instruction to students. This course teaches students to understand and develop skills necessary to manage their own finances. Topics include: career decisions, money management, budgets, investments, credit management, and consumer rights and responsibilities. It is designed to be either a math credit or an elective credit for any student.

Teachers use collaborative teaching practices to support all learners, particularly those with learning disabilities receiving the general education curriculum. The teachers use a variety of teaching approaches including small, large and cooperative learning groups.

A child study (IST) team at the elementary school and a (SBIT) at the high school has been established as part of the pre-referral intervention process. The team consists of principals, a guidance counselor, regular education teachers, reading specialists, school psychologist (when needed), special education staff (when needed), and speech and language teachers (when needed). Parents are also part of this process and are strongly encouraged to participate in all phases of the child study team process. The child study team assists

teachers and parents with supporting students who are experiencing academic, behavioral, medical, emotional, and social skills difficulties.

The District currently hosts a full-time Multi-Handicapped Classroom at the High School. The program is operated by the Midwestern Intermediate Unit IV. Students are mainstreamed for lunch, special programs, practical arts classes, and physical education. High school students act as student assistants in the classroom and throughout the building.

Our district employs 13 full-time para professionals to provide academic, personal care, and transport assistance for students. The recommendation for the need and the amount of time needed for a para professional in the general education curriculum is determined on an individual basis by the IEP team. The para professionals receive professional development training throughout the year. Training opportunities are provided by the district, PATTAN, Midwestern Intermediate Unit IV, and local agencies. The para professional staff receives annual safety mechanics training.

Our district has been consistent over the last five (5) years for Indicator 5, Educational Environments, demonstrating that over 71.6%(SY2013-14) of our special education students spend 80% or more of their time inside the regular class. We also have been able to meet the SPP target for Special Education inside Regular Class <40% and Special Education in other settings.

We offer a variety of assistance to students in the form of **supplementary aides and services**

that include: collaboration - adults working together to support students; weekly consultation sheets; CBI instructors and community partners; district webpage, Edline, data analysis teams; Security Officers in both school buildings, 2 school nurses, adaptations to the physical environment such as ADHD desks, supports to desks and chairs, FM systems, low and high level Assistive Technologies, yearly bus driver and bus aide trainings, Lunch Bunch activities, our Student Assistance Program, and specialized transportation with para professional and nursing services and supports. Throughout the curriculum, supplementary aides and services such as: modified goals and tests, graph paper, books on tape, pre-teaching and re-teaching opportunities, para-professional support, changing methods of presentation, the "Big Ideas and Needs to Know Lists,' study guides emailed to parents, picture schedules, checking planners daily, parents signing planners, homework checks, ninth period homework support, and making sure students know when there is a change in routine.

The Director of Pupil Services and special education and regular education teachers attend ISPT meetings and provide written reports to outside agencies.

We offer Dual Enrollment for students. Students can attend classes at local institutions while enrolled in our high school. They receive credit for approved classes. A student with a disability may be dually enrolled in order to receive services from our district.

We offer a resource room designated as a test taking room so that students with IEPs can take tests in a location without disruption and get support as needed.

Self-advocacy is a focus for all of our students.

At the mid point of each grading period, if a student with an IEP has a grade that falls below

65% the teacher of record must contact the parents/guardian weekly and log it in IEP Writer until the grade increases to 70% or higher. The IEP team reconvenes to evaluate progress and make recommendations for Specially Designed Instruction or instructional strategies.

Small numbers of students with the same learning challenges are grouped within the regular classroom and given targeted help from a para professional.

Real life experiences related to job skills are incorporated through Community-Based Vocational Training as well as through activities within the school setting.

Smaller buses are available for students who struggle with the noise and dynamics of a larger school bus.

Students who struggle with the noise and crowd of cafeteria lines arrive early to avoid sensory overload.

Our district partners with local colleges and universities to allow student teachers to work in our regular and special education classrooms.

We are creative and watch for new data-driven strategies, materials, and resources that can be used to help our students succeed.

We assess and understand our students' needs in terms of learning style: how they learn, (visually, auditorally, kinesthetically). Do they need to move or are they easily distracted? We understand that part of intelligence is natural curiosity.

We assess students both formally and informally, understanding their strengths as well as their needs.

Our special education staff knows the general curriculum well enough to adapt it to the ability of our students.

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.

Children exhibit various forms of behavior while in and around school. No behavior in and of itself is a problem. So too, social issues play a key role in school, from elementary-age children all the way through high school. Because of the social interactions of children, behavior problems can occur between children or groups of children. Behaviors tend to arise at different places throughout a school; and even during different times of the day. Behaviors become problematic when they interrupt educational processes, reduce educational experiences for students, or involve safety or injury.

The Neshannock Township Board of School Directors adopted a revised Behavior Management/Positive Behavior Support Plan 113.2 on November 11, 2010. The policy ensures that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning

treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Recommendations for revision to Policy 113.2 will be made through the Policy Committee of the Neshannock Township Board of Directors when appropriate.

The District collaborates with the MIU-IV staff for behavioral support services, PATTAN, and local outside agencies on an as needed basis to provide professional development opportunities and technical assistance. The staff who have students that have the use of Safety Mechanics in their positive behavior support plan plus all special education teachers and para professionals receive annual Safety Mechanics Training including deescalations techniques. We are planning to train a cohort of teachers for both buildings to be used as Intervention Specialists in the future.

The Neshannock District employs three full-time guidance counselors, one school psychologist, and one school-based liaison from the Lawrence County Department of Human Services Office of Behavioral/Mental Health. We also have a Student Assistance Program to help identify students at risk. In addition, the district employs two full-time School Resource Officers, former PA State Police Officers, who assist with safety, bullying awareness, and overall crime prevention. The school district has a collaborative relationship with the Local Police Force.

All interventions are predicated upon clear, direct, specific, concrete communications. The communication pattern is based upon interactions between family, school, student, and family.

Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students and eligible young children must be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints. The authority to which the IEP Team makes decisions is based upon:

- Behavior supports programs that research-based practices and techniques to develop and maintains skills that will enhance a student's opportunity for learning and self-fulfillment.

- Behavior support programs and plans that are based on a functional assessment of behavior and utilize positive behavior techniques.

- When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child are the least intrusive necessary.

- Such plans that include methods that utilize positive reinforcement and other positive techniques to shape a student's or eligible young child's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

Any eligible student or eligible young child who exhibits behavior problems which interfere with the student's or eligible young child's ability to learn must have a program of positive

behavior support. This positive behavior support plan will be included in the Individualized Education Program (IEP) The Positive behavior support plan is a plan for students with disabilities and eligible young children who require specific intervention to address behavior that interferes with learning.

This behavior management policy represents a three (3) tier hierarchal model based upon the best practices sited in the current professional literature. The policy also presents an array of models from which to choose depending upon staff training and type of behaviors which require attention. The three (3) levels of intervention are:

Level I   School-wide Positive Behavior Support and good classroom management strategies. Level I does not require a behavior management program attached to the IEP.

Level II   Specific interventions designed for individual students. Level II requires a positive behavior support program attachment to the IEP.

Level III   Very restrictive interventions which can only be considered after Level III interventions are determined ineffective. Level III interventions require the IEP team to reconvene.

Aversive techniques may not be used as a substitute for a behavior management program. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.

The three levels of interventions are guided by:

Level I Models	**Strategies Emphasized**
Proactive Classroom Management	-Effective teaching practices
	-Frequent monitoring
	-Clear rules and procedures
	-Social praise
Prosocial Behavior	-Systematic reinforcement
	-Modeling prosocial behavior
	-Verbal instruction
	-Role playing
Social Problem-Solving	-Classroom discussions of real life dilemmas
	-Role-playing
	-Student participation in decision-making
	-Alternative thinking
	-Means-ends thinking
	-Self-instruction training
Affective and Communication	-Values clarification activities
	-Active listening
	-Communication skills training

Level II Models

The twin goals of behavioral intervention are:
1. Increase appropriate or adaptive behavior.
2. Decrease inappropriate or maladaptive behavior.

The underlying assumption of any behavioral intervention is that students' behavioral problems represent either deficits in adaptive behavior or excesses in behavior that prove maladaptive in the student's environment. If a student is unable to carry out a required task or behavior because of deficits in prerequisite skills, the task of instruction may be to develop the lacking skills. In contrast, a student may be capable of performing a target skill or behavior but may for some reason not demonstrate the skill at a level commensurate with ability. In addition to basic acquisition or performance deficits, consideration must be given to other potential interfering behaviors. Functional behavioral assessments are conducted at this level, and positive behavioral support plans are implemented. These may be conducted and implemented by the classroom teacher, guidance counselor, school psychologist, or MIU4 TAC Team. The Model includes: Behavior Modification, Reality Training, Social Skills Training, Aggression Replacement Training, Parental Replacement Training, and Cognitive Behavior Training along with Home-School Collaboration.

Level III Models

Level III interventions are formal behavior programs which are restrictive in nature and may modify the student's rights during implementation. They specifically focus on restraining strategies and are considered more intrusive to personal freedom than either Level I or Level II interventions.

Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

The use of restraints to control the aggressive behavior of an individual student or eligible young child must cause

- The school entity to notify the parent of the use of the restraint

- A meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting.

-

- At this meeting, the IEP team must consider whether the student or eligible young child needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.

School entities must maintain and report data on the use of restraints as prescribed by the Secretary. The report must be reviewed during cyclical compliance monitoring conducted by the Department.

- School entities have the primary responsibility for ensuring that positive behavior support

- The training of personnel for the use of specific procedures, methods and techniques

- Having a written policy and procedures on the use of positive behavior support techniques and obtaining parental consent prior to the use of restraints or intrusive procedure

- In accordance with their plans, agencies may convene a review, including the use of human rights committees, to oversee the use of restrictive or intrusive procedures or restraints.

Subsequent to a referral to law enforcement for students with disabilities who have positive behaviorsupport plans, an updated functional behavior assessment and positive behavior support plan must be completed.

Emergency Procedures

Emergency procedures for behavior that presents a clear and present danger to the student or others may be delineated on the IEP. These emergency procedures may include such activities as:

1. Parent contact to immediately remove student from school.
2. Notifying police.
3. Notifying mental health.
4. Calling emergency services and ambulance.
Each building should have a written administrative procedure to handle emergencies.

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.

Our district is committed to offering programs and services to meet the needs of students either within Neshannock schools, in neighboring school districts, or through programs operated by the Midwestern Intermediate Unit IV. The district is committed to providing program options specific to students with more intensive needs including those whose needs can only be met outside the boundaries and programs of this district.

When the District is unable to provide or secure an appropriate setting for an identified student, the District immediately contacts the Intermediate Unit for resources, as well as, informs the interagency coordinator, and seeks to schedule a CASSP meeting as soon as possible when necessary. The District continues to rely on collaboration and resources between and among the local area school districts in Lawrence County to help provide the continuum of services and supports.

The Neshannock Township School District works with many of the Lawrence and Mercer County Service Organizations and Agencies (Sharon Regional Health System, Cray Challenges, Lawrence County Office of Vocational Rehabilitation, Children and Youth Services, etc.) to assist in providing the supports and services our students may need. If needed, the District will also support and facilitate parents getting connected with the necessary outside agencies to help support the social, emotional, and/or behavioral growth of their child.

If a student is involved with a local community mental/behavioral health agency, the District will initiate contact after the parent has provided consent by signing a release of records permitting verbal sharing of information for purposes of educational programming. The District IEP Teams work collaboratively with these agencies by inviting these representatives when necessary to IEP Team meetings provided there is parent permission. Also, if necessary, representatives of these mental health agencies are permitted to come and work with students in the school setting such as a Therapeutic Staff Support. There are procedures set forth in the District to permit these individuals into the school environment to observe and work with the identified student provided they have the required documentation such as up-to-date clearances. Also, these individuals are required to sign a form indicating they will maintain privacy and confidentiality of the students. Procedures and expectations are reviewed with these individuals from outside agencies since they will be on the Neshannock Township campus.

In all settings within Neshannock Township School District classrooms, students are provided with opportunities throughout the school day to interact with non-disabled peers. They share common lunchtimes, special classes, recess, special programs, field trips, and content area subjects as determined by students' needs. Both special and general education teachers work in collaboration to make appropriate decisions on behalf of students with special needs. The District makes every attempt to provide special education students with supports that enable them to be successful in the general education setting and curriculum. The IEP team, with parents, makes placement decisions including the full range of services to help each child to be as successful and independent as possible.

Our district attends Early Intervention transition meetings to explain our school-aged

programs, testing, and range of services to ensure maximum integration into our Kindergarten program.

Additionally, the District will report to PDE all students with disabilities who are on homebound instruction or who have instruction conducted in the home on the appropriate required forms on the PDE website.

We continue to use Child Find activities to ensure that all students who may need special education services are provided FAPE in the nonpublic schools. Our school psychologist tests for a full range of learning and psycho-educational development issues. She makes recommendations for further assistance based on test results.

Our district has been consistent over the last 5 year for Indicator 5, Educational Environments, demonstrating that over 71.6% of our special education students spend 80% or more of their time inside the regular class. We also have been able to meet the SPP target for Special Education inside Regular Class <40% and Special Education in other settings.

Indicator 5: Educational Environments (Ages 6 -21)

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Neshannock	70.1	71	70.3	66.7	71.6
SPP Target	61	65	65	65	62.1

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.

Research has demonstrated that early identification and intervention enable children to move beyond their present limitations and reach levels of success that would not occur without services and supports. Neshannock Township School District believes that meeting students' individual needs is completely necessary. At the same time, the district believes that by continually improving its service delivery to students by evaluating present models and researching best practices it will allow students to reach their personal excellence.

The district employs a Special Education staff consisting of one Director, 8 professional staff, and 13 para professionals.

The district provides Learning Support K -12, Itinerant Autistic and Emotional Support, and Itinerant Speech and Language Support.

The district hired a **school psychologist** from the Midwestern Intermediate Unit IV beginning August, 2012. Our school psychologist is part of the Act 93 Contract and is employed 80% FTE. In addition to the assessment responsibilities under IDEA, our psychologist attends IST meetings, and provides collaborative information and ideas to teachers, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.

Our district provides **community based vocational training opportunities**

for our students. The Neshannock Township community businesses embrace working with the district to support our students. The district has built positive relationships with Human Service coordinators and supports personnel and OVR representatives. We continue to research and seek information to support the transition needs of our students realizing that students' needs are all different. Our counselors, special education staff, and parents work collaboratively and deliberatively to plan a path with transition in mind.

All of the **regular and special education staff and para-educators employed by the District are Highly Qualified**

. They received Professional Development training within and out of the district annually. Parent participation at IEP meetings is almost **100%.**

The **School Based Intervention Team**

at the Neshannock Junior Senior High School is fully implemented and functional. The team's purpose is to provide a holistic view of students who may be in need of academic, behavior, or emotional interventions. The team reviews baseline data; assesses teacher concerns; lists student strengths and talents, sets academic and/or behavioral goals; and designs an intervention plan. The team shares information with parents and monitors the student's progress. If necessary, referrals are made through the SBIT.

The **NTSD Instructional Support Team**

helps to identify the academic and behavioral needs of struggling students in grades K-6 and works to ensure that these students receive classroom /school-based services and supports necessary for improvement. The IST recognizes that many variables affect learning and uses a multi-disciplinary approach to address issues that can arise in the classroom. The primary purpose is to help teachers and/or other school staff to meet diverse student needs within the school setting. Additionally, if a student does not respond to interventions and academic and/or behavioral concerns persist, the IST will assist in referring the student for a multidisciplinary psycho-educational evaluation for possible special education eligibility.

The district continues to use the **Olweus Bullying Prevention Program K-12**

. Olweus is a researched based school wide "system change" program. Students participate in class meetings to learn about the effects of bullying, what they can do about it, and how they can work with adults at school to put a stop to it even as bystanders. The district plans to visit Laurel School District in the future for information about their School Wide Positive Behavior Support Plan.

The district continues to **use AIMSweb Benchmark**

testing Kindergarten, first, second, and third grade. Classroom teachers administer AIMsweb benchmark tests in reading and mathematics in the fall, winter, and spring. The IST team uses AIMsweb data to report and make recommendations for intensive instructional interventions and to communicate growth and development of critical basic skills to parents, teachers, and administrators.

A collection of AIMSweb data over 3 years is included as part of the **Educational Benefit Review**

for students' IEPs. The data is included in the Present Levels of Academic Achievement and

Functional Performance as well as being used to write the goals and objectives. All special education students K-12 are given the Benchmark Assessments. If the student meets the Benchmarks, annual goals are not part of the IEP. If they do not meet the Benchmark, Survey Level Assessments are given, annual goals are written, and weekly Progress Monitoring data is collected.

The Full Day Kindergarten Program

was implemented during the school year (2015-2016). Data is being collected to assess the benefits of the full day program.

Technology

continues to be an important tool to individualize instruction and provide opportunities for practice. The District has established a technology mission and goals to support cloud computing, software virtualization, and online curriculum to improve learning outcomes for all students. A Technology Committee has been organized to support the goals of our mission:

    *Establish equitable access to Internet connected devices

    *Establish curriculum that never sleeps and never goes away

    *Establish instructional intelligence to continually refine our classroom approach based on data

    *Establish course offerings to include online learning options

    *Establish increased teacher effectiveness by deploying a professional development system.

All Special Education Teachers and para professionals were trained how to use the **Bookshare Website.**

The staff receives **Safety Mechanics Training**
annually.

The district deployed REDCAT **Infrared Audio Amplification Systems**
in all elementary classrooms K - 6 in the Neshannock Memorial Elementary School and in the Junior High classrooms. The district will continue to implement systems throughout the high school. Research shows that young children spend 75% of their school day involved in listening activities. The better speech sounds can be heard, the stronger the foundation of literacy will be and the likelihood young children will increase retention of skills.

Our Transition Coordinator attends **Transition Council meetings**
at Midwestern Intermediate Unit IV. Students and parents complete a Transition Survey with results documented in the Present Levels of Functional Performance. The Coordinator monitors student graduation projects and helps students to set up job shadowing activities, part-time job applications, voter registration, mock interviews, and registration with the United States Military.

Students with IEPs **read regularly**
in Kindergarten and First Grade classrooms to increase fluency and **to promote social interaction skills**

Students in the **MIU4 Multiple Disabilities**

classroom are included in practical arts classes as well as visit the schools' libraries.

The Neshannock Junior High School was awarded the **Don Eichhorn Schools-To-Watch Award**
on November 15, 2012. The Schools-To-Watch committee revisited the district November, 2015, to re-evaluate our Middle School Program.

The **Student Assistance Programs**
continue to be an integral resource to help students overcome obstacles that affect their education. We continue to partner with **Human Services and Lawrence County Mental Health Systems**
to provide counseling support for students.

The high school guidance counselors provide **"Student Centered" Services**
including: peer tutoring, student/parent information meetings, Focus Group meetings for Drug Awareness, Drunk Driving, Career Projects. The Lawrence County Drug and Alcohol continues to provide service, training, and support for our students and staff.

Funding through **local and ACCESS billing**
funds has provided the purchase of 2 vans for **special transportation**
, Ipads and the REDCAT amplification systems, and allows our students to
attend **Transition Programming at Slippery Rock University**
.

The School Board and community
support **Special Education programs and services**
.

Communication
between special education staff and regular education staff is exceptional. Teachers attend IEP meetings and provide verbal and written communication willingly.

Positive networking
among and between community service providers, staff, and parents and teachers.

Our district is fortunate to be located in an area with multiple colleges and universities that provide education programs. We willingly allow pre- service opportunities for college students to practice teaching in regular and special education classrooms.

We continue to work collaboratively with **Midwestern Intermediate Unit IV**
for assistive technology, vision support, deaf-hearing support, occupational therapy, and physical therapy to students as indicated in the IEP.

Students with an identifiable disability, which limits or prohibits participation in or access to an aspect of the school program, can be provided with accommodations and modifications through a **504 Student Services Plan**
.

All special education students have access to the general education curriculum with supplementary aids and services, accommodations, and modifications.

Our district is committed to protecting the health, safety,and welfare of it students and school community. The District offers the continuum of services to students identified with emotional needs. **Policy 819 Suicide Awareness, Prevention and Response was revised on September 10, 2015**

. The district is in the process of establishing Suicide Prevention Coordinators. The district is involved with local agencies to provide professional development activities for youth suicide awareness and prevention for teachers and school personnel.
The district works collaboratively with McGuire Memorial and DT Watson Institute who provide Special Education programs and services for our students who attend there. Our district has **strong professional relationships with school districts in Lawrence County**. Our district has partnered with the New Castle Area and Union Area School Districts to share transportation to special education programs outside of Lawrence County. We work collaboratively with the Mohawk and Shenango School Districts who help provide programs for some of our students.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Mohawk High School	Neighboring School Districts	Emotional Support	1
Wilmington Junior Senior High School	Neighboring School Districts	Multiple Disabilities Support	1
The Education Center at Watson Institute	Other	This facility offers life skills support, autistic support, multiple disabilities support along with OT, PT, AT, speech and language support, social worker services/psychological counseling, medical/nursing services, community based instruction, as well as transition services	3
Lawrence County Career and Technical Center	Neighboring School Districts	Learning Support	7
Laurel Elementary School	Neighboring School Districts	Life Skills Support	1
The Education Center at Watson Institute	Approved Private Schools	This facility offers life skills support, autistic support, multiple disabilities support along with OT, PT, AT, speech and language support, social worker services/psychological counseling, medical/nursing services, community based instruction, as well as transition services	1
In-Home Instruction	Instruction in the Home	Life Skills Support	1
Midwestern Intermediate Unit IV @ Neshannock High School	Neighboring School Districts	Multiple Disabilities Support	1
Glade Run Lutheran Academy	Other	Emotional Support	3
Laurel High School	Neighboring School Districts	Life Skills Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 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
Full-Time Special Education Class	Multiple Disabilities Support	13 to 20	6	1
Justification: The age variance is due to the building configuration. It is a junior/senior high school. Students in the MDS class are in grades 7 to 12 which can make their chronological ages range from 13 to 21. One student is in 5th grade. Waivers have been signed.				
Locations:				
Neshannock Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 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	Learning Support	5 to 7	3	0.12
Locations:				
Neshannock Memorial Elementary LL	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	7 to 7	3	0.38
Locations:				
Neshannock Memorial Elementary School LL	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 10	4	0.5
Locations:				
Neshannock Memorial Elementary LL	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: July 1, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	2	0.15
Locations:				
Neshannock Memorial Elementary School LH	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	3	0.35
Locations:				
Neshannock Memorial Elementary School LH	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	5	0.1
Locations:				
Neshannock Memorial Elementary School LH	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	9 to 9	1	0.4
Locations:				
Neshannock Memorial Elementary School LH	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	3	0.45
Locations:				
Neshannock Memorial	An Elementary	A building in which General		

Elementary School JC	School Building	Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	11	0.55
Locations:				
Neshannock Memorial Elementary School JC	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: ClassandPosition

Implementation Date: July 1, 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	Speech and Language Support	14 to 14	1	0.05
Locations:				
Neshannock Memorial Elementary School CD	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 5	8	0.55
Locations:				
Neshannock Memorial Elementary School CD	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	9 to 12	11	0.4
Locations:				
Neshannock Memorial Elementary School CD	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 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	Speech and Language	6 to 8	21	1

	Support			
Locations:				
Neshannock Junior Senior High School CS	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: ClassandPosition

Implementation Date: July 1, 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	Learning Support	12 to 14	5	0.2
Locations:				
Neshannock Junior Senior High School MN	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 16	4	0.45
Locations:				
Neshannock Junior High School MN	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	12	0.25
Justification: The students in this caseload age are in regular education classes but receive supplementary aides and services and SDI to support them.				
Locations:				
Neshannock Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	18	0.65
Locations:				
Neshannock Junior Senior High School KF	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	7	0.35
Justification: Students in grades 7 and 8 have reading and English courses. Some of this caseload, have this teacher for both LS reading and English. The amount of time for those students in special education become supplemental for grades 7 & 8. The amount of time reduces in grade 9 when students have only English.				
Locations:				
Neshannock Junior Senior High School KF	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 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	Autistic Support	12 to 13	3	0.25
Locations:				
Neshannock Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 6	2	0.4
Locations:				
Neshannock Memorial Elementary School BS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 11	4	0.15
Locations:				
Neshannock Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 7	2	0.2
Locations:				
Neshannock Memorial Elementary School BS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program
Operator: Intermediate Unit
PROPOSED PROGRAM INFORMATION
Type: ClassandPosition
Implementation Date: January 12, 2015
Explain any unchecked boxes for facilities questions: Vision Support is provided in the general education classrooms for this student.
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	18 to 18	1	0.02
Locations:				
Neshannock Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: ClassandPosition
Implementation Date: August 28, 2017
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 10	4	0.5
Locations:				
Neshannock Memorial Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 10	6	0.3
Locations:				
Neshannock Memorial 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	Autistic Support	7 to 10	2	0.2
Locations:				
Neshannock Memorial Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Pupil Services	Central Office	1

Psychologist	Neshannock Township School District	0.8
Para Professional	Neshannock Township School District	15
School Nurse	Neshannock Memorial Elementary	1
Special Education Secretary	Neshannock Township School District	1
School Nurse	Neshannock Junior Senior High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Intermediate Unit	2 Hours
Occupational Therapy	Intermediate Unit	2 Hours
Community Based Vocational Training	Intermediate Unit	2 Hours

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

Answer:
The students in our district perform well on state and national testing. Our special education services are outstanding, and many students benefit from our dedication to help all children. Our challenges are similar to other districts, we suspect:

1.   School budgets are tight, and we must make either/or type decisions on what services/teachers to keep and which ones to cut.

2.   There are new mandates every year that must be addressed, leaving little time to do some necessary pedagogical activities with our teachers.

3.   Having enough time is always an issue.

4.   We hire excellent employees: teachers, aids, administrators, etcetera.

5.   Even with tightening our belts and having limited time for teacher inservicing, we believe we are helping all children in our district to the best of our abilities. We do a nice job of prioritizing our time, money, and resources to help all students. We believe our core strengths come from hiring excellent employees who are smart, hard-working, and possess a passion to help/teach all children.

District Accomplishments

Accomplishment #1:

1. The elementary school annually outperforms the state average on PSSA in reading and mathematics.

2. The high school has annually outperformed the state on the Keystone Exams.

3. the Jr. high is consistently one of the top schools in the state as measured by PSSA and Keystone testing.

4. In 2016, 95% of graduates attended a post-secondary educational system.

5. In 2015-2016, the district had a 99% graduation rate.

6. Our Jr. High was recently recognized by the National Forum to Accelerate Middle-Grades Reform, as a "School to Watch." (formerly the Don Eighorn award)

District Concerns

Concern #1:

The NTSD Comprehensive Planning Committee is concerned that many of our students at NTSD display some difficulty thinking critically and using problem solving techniques.

Concern #2:

The NTSD Comprehensive Planning Committee is concerned that many parents don't know how best to help their children succeed in school.

Concern #3:

The Neshannock Township School District Comprehensive Planning Committee is concerned that we should be doing a better job of integrating technology into the everyday curriculum. NTSDCPC believes that we need to be better facilitators of technology, in order to enhance our utilization of technology within the district.
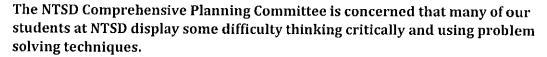
Concern #4:

The NTSD Comprehensive Planning Committee is concerned that teachers don't properly utilize formative and summative assessments to effectively drive their instruction. The Committee believes that teachers should improve their knowledge and proper usage of formative and summative assessments.

Prioritized Systemic Challenges

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

Aligned Concerns:

The NTSD Comprehensive Planning Committee is concerned that many of our students at NTSD display some difficulty thinking critically and using problem solving techniques.

The NTSD Comprehensive Planning Committee is concerned that teachers don't properly utilize formative and summative assessments to effectively drive their instruction. The Committee believes that teachers should improve their knowledge and proper usage of formative and summative assessments.

The Neshannock Township School District Comprehensive Planning Committee is concerned that we should be doing a better job of integrating technology into the everyday curriculum. NTSDCPC believes that we need to be better facilitators of technology, in order to enhance our utilization of technology within the district.

Systemic Challenge #2 *(Guiding Question #10)* Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

The NTSD Comprehensive Planning Committee is concerned that many of our students at NTSD display some difficulty thinking critically and using problem solving techniques.

The NTSD Comprehensive Planning Committee is concerned that teachers don't properly utilize formative and summative assessments to effectively drive their instruction. The Committee believes that teachers should improve their knowledge and proper usage of formative and summative assessments.

The Neshannock Township School District Comprehensive Planning Committee is concerned that we should be doing a better job of integrating technology into the everyday curriculum. NTSDCPC believes that we need to be better facilitators of technology, in order to enhance our utilization of technology within the district.

Systemic Challenge #3 *(Guiding Question #9)* Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

The NTSD Comprehensive Planning Committee is concerned that many parents don't know how best to help their children succeed in school.

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

> **Aligned Concerns:**

>> **The NTSD Comprehensive Planning Committee is concerned that many of our students at NTSD display some difficulty thinking critically and using problem solving techniques.**

>> ....

>> **The NTSD Comprehensive Planning Committee is concerned that teachers don't properly utilize formative and summative assessments to effectively drive their instruction. The Committee believes that teachers should improve their knowledge and proper usage of formative and summative assessments.**

>> ....

>> The Neshannock Township School District Comprehensive Planning Committee is concerned that we should be doing a better job of integrating technology into the everyday curriculum. NTSDCPC believes that we need to be better facilitators of technology, in order to enhance our utilization of technology within the district.

Systemic Challenge #5 *(Guiding Question #8)* Establish a district system that fully ensures the establishment of a policy that delineates expectations for student attendance, outlines consequences for students who do not comply with the policy and defines expectations for record keeping and monitoring of student attendance by professional staff members.

District Level Plan

Action Plans

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

Related Challenges:

- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Interim

Data Source: Keystones, Curriculum-Based Assessments, PSSA, Benchmark Assessments, Analyzing Teachers' Annual SMART Goals, GLF/ Dept. Head Minutes

Specific Targets: GLF/Dept. Head monthly Meetings, Standardized Test Scores, Curriculum Reviews, Teacher Surveys.

Strategies:

Align Curriculum

Description:

Align curriculum, assessment, resources, and instructional strategies to the Pennsylvania Core Standards while making sure Best Practices are being followed.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Review and revise K-6 curriculum, with a focus on disciplines affected by the PA Core Standards.

Description:

Review and revise K-6 curriculum, with a focus on disciplines affected by the PA Core Standards. NTSD will continuously review and better implement The Pennsylvania Core Standards. We will utilize the Keystones, Curriculum-based assessments, and PSSA to help determine our success in properly teaching to the Pennsylvania Core Standards.

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

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

Supported Strategies:

- Align Curriculum

Review and revise 7-12 curriculum, with a focus on disciplines affected by the Pennsylvania Core Standards.

Description:

NTSD will make fully implement, with integrity, The Pennsylvania Core Standards. We will utilize the Keystones, Curriculum-based assessments, and PSSA to help determine our success in properly teaching to the new Pennsylvania Core Standards.

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

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

Supported Strategies:

- Align Curriculum

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

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: Keystones, PSSA, District Benchmarks, walkthroughs

Specific Targets: Increased student scores on standardized tests on the sections that include critical thinking, and problem solving. Increased reading comprehension scores on standardized tests.

Strategies:

Problem Solving Skill Building Programs

Description: WWC has reviewed a number of commercial problem solving skill building programs that have a variety of effects on achievement and behavior. (Source:
http://ies.ed.gov/ncee/wwc/sitesearch.aspx?Search=Problem+Solving+Pr ograms&website=NCEE%2FWWC&x=6&y=9)

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

Train teaches in developing students' problem solving and critical thinking skills.

Description:

All district administrators will be responsible for getting teachers properly trained on how best to teach critical thinking and problem solving skills. Charlotte Danielson's domains should be utilized in all classrooms.

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

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

Supported Strategies:

- Problem Solving Skill Building Programs

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

Related Challenges:

- Establish a district system that fully ensures the establishment of a policy that delineates expectations for student attendance, outlines consequences for students who do not comply with the policy and defines expectations for record keeping and monitoring of student attendance by professional staff members.

Indicators of Effectiveness:

Type: Interim

Data Source: School attendance data, parent surveys, teacher surveys

Specific Targets: Increased attendance, Positive feedback from parents,

Strategies:

Help parents/guardians/community become more effective partners in their child's education

Description:

WWC claims evidence suggests high-quality afterschool programs may have a positive impact on achievement; however, the WWC claims that the research reviewed does not meet the WWC criteria for reliable empirical support for the claim.(Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/afterschool_050608.pdf) A Summary of Formal Evaluations of Afterschool Programs' Impact on Academics, Behavior, Safety and Family Life sites numerous studies that indicate Afterschool programs do have a positive impact.

(Source:http://americaspromise.org/~/media/Files/Resources/A%20Su
mmary%20of%20Formal%20Evaluations.ashx)

Family Literacy Activities include those activities where parent
involvement in literacy acquisition is narrowly defined to include parent-
child activities that focus on reading. A meta-analysis of 14 intervention
studies indicates that family literacy activities have a high effect size on
reading skill acquisition in grades K-3.
(Source:http://lincs.ed.gov/publications/pdf/lit_interventions.pdf) Show
Details

SAS Alignment: Standards, Materials & Resources, Safe and Supportive
Schools

Implementation Steps:

After School Programs

Description:

NTSD will explore the options to run an after-school program in the
elementary school. A team of teachers, parents and the principal will meet
to develop a plan for implementation.

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

Program Area(s): Student Services

Supported Strategies:

- Help parents/guardians/community become more effective partners in their child's
education

Family Literacy Activity

Description:

NTSD staff will encourage family literacy activities at home by supplying
parents with book lists, reading activities, school literacy nights, and a
summer reading program.

85

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

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

Supported Strategies:

- Help parents/guardians/community become more effective partners in their child's education

Goal #4: 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 professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Interim

Data Source: Teacher lesson plans, common assessments, SMART Goals

Specific Targets: Keystones, CBA, PSSA, other benchmark assessments.

Strategies:

Proper utilization of formative and summative assessments.

Description:

Develop an assessment system where data from formative and summative assessments help drive instruction.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Effectively Utilize more and better teacher-created diagnostic assessments.

Description:

Teachers will use the data they receive from formative assessments to help drive their instruction.

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

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

Supported Strategies:

- Proper utilization of formative and summative assessments.

Utilize summative assessment data to help improve instruction.

Description:

Teachers will study the results of their students' summative assessments to determine how well the material was taught, and to see if their instructional pedagogy is in-line with Charlotte Danielson. Teachers will analyze summative data: PSSA, Keystone, End-of-unit exams, etcetera to see if our students are learning the intended outcomes. We will make changes if necessary.

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

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

Supported Strategies:

- Proper utilization of formative and summative assessments.

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Align Curriculum

Start	End	Title				Description
7/1/2018	6/30/2021	Review and revise K-6 curriculum, with a focus on disciplines affected by the PA Core Standards.				Review and revise K-6 curriculum, with a focus on disciplines affected by the PA Core Standards. NTSD will continuously review and better implement The Pennsylvania Core Standards. We will utilize the Keystones, Curriculum-based assessments, and PSSA to help determine our success in properly teaching to the Pennsylvania Core Standards.

Person Responsible	SH	S	EP	Provider	Type	App.
Elementary Principal	3.0	10	90	NTSD	School Entity	No

Knowledge

The principals and outside experts will work with all of the teachers.

Supportive Research

Principals will glean their information from the IU and other reliable sources.

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 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.

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
Department Focused Presentation
Professional Learning Communities
Offsite Conferences

Participant Roles

Classroom teachers
Principals / Asst. Principals
School counselors
New Staff

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

Grade Levels

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

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
Standardized student assessment data other than the PSSA
Classroom student assessment data

Follow-up Activities

Analysis of student work, with administrator and/or peers
Peer-to-peer lesson discussion

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Strategy #1: Align Curriculum

Start	End	Title	Description
7/1/2018	6/30/2021	Review and revise 7-12 curriculum, with a focus on disciplines affected by the Pennsylvania Core Standards.	NTSD will make fully implement, with integrity, The Pennsylvania Core Standards. We will utilize the Keystones, Curriculum-based assessments, and PSSA to help determine our success in properly teaching to the new Pennsylvania Core Standards.

Person Responsible	SH	S	EP	Provider	Type	App.
Middle School Principal and High School Principal	3.0	10	90	NTSD	School Entity	No

Knowledge

The Principals and outside consultants will work with the teachers.

Supportive Research

The Principals will receive their training from the IU and other resources.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

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

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

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

Training Format

LEA Whole Group Presentation
School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
School counselors
Classified Personnel
New Staff

Grade Levels

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

Follow-up Activities

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

Analysis of student work,
with administrator and/or peers

Peer-to-peer lesson
discussion

Lesson modeling with
mentoring

Joint planning period
activities

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

Standardized student assessment
data other than the PSSA

Review of participant lesson plans

LEA Goals Addressed: **Establish a district system that fully ensures** **Strategy #1: Problem Solving Skill Building**

professional development is focused, comprehensive and implemented with fidelity.

Programs

Start	End	Title			Description
7/1/2018	6/30/2021	Train teaches in developing students' problem solving and critical thinking skills.			All district administrators will be responsible for getting teachers properly trained on how best to teach critical thinking and problem solving skills. Charlotte Danielson's domains should be utilized in all classrooms.

Person Responsible	SH	S	EP	Provider	Type	App.
All District Administrators	3.0	3	90	NTSD	School Entity	No

Knowledge   Critical Thinking

Supportive Research   Teaching students how to be better critical thinkers.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Provides 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.

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
School counselors
Classified Personnel
New Staff
Other educational
specialists

Grade Levels

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

Follow-up Activities

Team development and
sharing of content-area lesson
implementation outcomes, with
involvement of administrator and/or
peers
Analysis of student work,
with administrator and/or peers
Creating lessons to meet
varied student learning styles
Peer-to-peer lesson
discussion
Joint planning period
activities

Evaluation Methods

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
Standardized student assessment
data other than the PSSA
Classroom student assessment data

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

Strategy #1: Help parents/guardians/community become more effective partners in their child's education

Start	End	Title	Description
7/1/2018	6/30/2021	After School Programs	NTSD will explore the options to run an after-school program in the elementary school. A team of teachers, parents and the principal will meet to develop a plan for implementation.

Person Responsible	SH	S	EP	Provider	Type	App.
Elementary Principal and team of teachers	3.0	3	10	NTSD	School Entity	No

Knowledge Need

Supportive Research See what other schools are doing.

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles: Instructs the leader in managing resources for effective results.

Training Format Professional Learning Communities

Participant Roles
Classroom teachers
Parents

Grade Levels
Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)

Follow-up Activities
After school program

Evaluation Methods
Participant survey

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

Strategy #1: Help parents/guardians/community become more effective partners in their child's education

Description
NTSD staff will encourage family literacy activities at home by supplying parents with book lists, reading activities, school literacy nights, and a summer reading program.

Start	End	Title	SH	S	EP	Provider
7/1/2018	6/30/2021	Family Literacy Activity	2.0	5	15	NTSD

Person Responsible
Elementary Principal and team of teachers

Type
School Entity

App.
No

Knowledge
Helping parents and children.

Supportive Research
Literacy is important. Having the home involved and on the same page as the school will benefit the students.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Empowers educators to work effectively with parents and community partners.

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

Instructs the leader in managing resources for effective results.

Professional Learning Communities

Training Format

Participant Roles

Classroom teachers
Principals / Asst. Principals
School counselors
New Staff

Grade Levels

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

Follow-up Activities

Parent interviews

Evaluation Methods

Participant survey

LEA Goals Addressed:	Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.	Strategy #1: Proper utilization of formative and summative assessments.

Start	End	Title	Description
7/1/2018	6/30/2021	Effectively Utilize more and better teacher-created diagnostic assessments.	Teachers will use the data they receive from formative assessments to help drive their instruction.

Person Responsible	SH	S	EP	Provider	Type	App.
Principals	3.0	10	90	NTSD	IU	No

Knowledge   How best to use formative assessments to drive instruction.

Supportive Research   It is important to know where a students is along the learning continuum.

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 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.

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

Training Format

LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities

Participant Roles	Grade Levels
Classroom teachers	Elementary - Primary (preK - grade 1)

Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

Principals / Asst. Principals
School counselors

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

Follow-up Activities
Creating lessons to meet varied student learning styles
Peer-to-peer lesson discussion

Evaluation Methods

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

Strategy #1: Proper utilization of formative and summative assessments.

Start	End	Title				Description
7/1/2018	6/30/2021	Utilize summative assessment data to help improve instruction.				Teachers will study the results of their students' summative assessments to determine how well the material was taught, and to see if their instructional pedagogy is in-line with Charlotte Danielson. Teachers will analyze summative data: PSSA, Keystone, End-of-unit exams, etcetera to see if our students are learning the intended outcomes. We will make changes if necessary.

Person Responsible	SH	S	EP	Provider	Type	App.
All District Administrators	3.0	10	90	NTSD	School Entity	No

Knowledge

How to properly use summative assessments.

Supportive Research

Looking at summative assessments results is a great indicator if the LEA/teacher was successful in teaching the objective.

Designed to Accomplish

For classroom teachers, school counselors and education 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 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.

Training Format

LEA Whole Group Presentation

Grade Levels

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

Participant Roles

Classroom teachers

Evaluation Methods

Student PSSA data
Standardized student assessment data other than the PSSA
Classroom student assessment data

Follow-up Activities

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

Analysis of student work,

with administrator and/or peers
Creating lessons to meet varied student learning styles
Peer-to-peer lesson discussion

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.

No signature has been provided

Board President

No signature has been provided

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).

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer