

Port Allegany SD

District Level Plan

07/01/2015 - 06/30/2018



District Profile

Demographics

20 Oak St
Port Allegany, PA 16743
(814)642-2596
Superintendent: Gary Buchsen
Director of Special Education: Erika Emerick

Planning Process

Port Allegany administration, professional staff, and other stakeholder groups will meet and review district data, curriculum, assessments, and other building level and district processes in preparation of creating and presenting comprehensive planning goals. Building level and district administration will as part of their bi-weekly administrative meetings and building and grade level curricular meetings, complete extensive data review, plan development, and other related comprehensive planning processes.

Other meetings with professional staff, board of directors, parents, and community and business leaders will be scheduled at various times and locations throughout the district.

Upon plan completion, the 28 day public comment period will commence in October, 2014. The Port Allegany School District Comprehensive Plan draft will be made available to the public on the district website <http://www.pasdedu.org>, the Port Allegany Public Library, and also available in paper copy to residents upon request.

It is the intent of the district to submit for approval to the Port Allegany Board of Directors the district comprehensive plan during the Committee of the Whole meeting in November 24, 2014.

Communication will occur through meetings, meeting agendas and notes, electronic and face to face communications, and formative evaluation of the comprehensive planning process.

Mission Statement

Port Allegany School District is to be the premier provider of innovative educational skills and services. These services and related skills will enable our students to acquire and apply the knowledge necessary to become respectful, responsible, and self-directed learners.

Vision Statement

Port Allegany School District's vision beliefs are:

- Successes in school and life are dependent upon the development of respect, responsibility, tolerance, and compassion.
- Our children need to be taught values to become responsible and contributing citizens of our country.
- High expectations lead to high achievement.
- A healthy child is a learning child.
- Every child has the right to learn in a safe environment that fosters problem-solving and lifelong learning.
- Parents, school, and community need to work together to promote each student's success.
- A parent is a child's first and most important teacher.
- An open and welcome environment encourages parental and community involvement in the school district.

Shared Values

We believe all children can learn.

We believe in high expectations for all.

We believe working together provides a safe, quality education.

We believe children learn differently.

We believe it is our role to prepare children for the future.

We believe in creating a positive learning environment.

We believe in life-long learning.

We believe in accountability.

We believe in the value of diversity.

We believe all students have their own personal strengths and are capable of being successful.

We believe we need to be positive role models, for our students and to our colleagues.

Educational Community

Overview

Included in the 214 square miles of the school district are the Borough of Port Allegany and Annin, Liberty, and Roulette townships. Student enrollment is comprised of approximately 860 students. These students are housed in two buildings located within the Borough of Port Allegany.

The school district provides academic, business, and technology educational programs. The curriculum of the district is augmented by special education services and vocational programming provided by the Seneca Highlands Intermediate Unit 9. The Seneca Highlands Career and Technology Center is located in Port Allegany and offers instruction in several occupational areas. Historically, approximately two-thirds of the graduates of the school district enroll in two or four year colleges.

The Community

Port Allegany is located in McKean County. Hunting, fishing, and winter sports make this area an outdoor enthusiast's paradise. The town is nestled in the rolling hills that are intermingled with open farmlands and wooded areas. Many of Port Allegany's 2,000 residents work for several local industries. The work force in the Port Allegany area is a mixture of professional, skilled, semi-skilled and high tech communication specialists.

The town has a new public library that is supported by public and private funds. Medical services are provided by independent practitioners and the Charles Cole Memorial Hospital, which is located within 20 miles of town. There are many churches in the Port Allegany area. The Port Allegany area and its neighboring communities have the resources to meet the practical, cultural, recreational and spiritual needs of its residents.

The Staff

The staff consists of a superintendent, an elementary principal, a high school principal, an assistant principal, a business manager, a technology coordinator, a cafeteria manager, three guidance counselors, two librarians, two nurses, and 71 teachers (including 6 learning support teachers employed by the local intermediate unit). The above-mentioned staff members are complemented by more than 40 support staff members who serve as teaching aides, custodians, secretaries, and cafeteria workers.

Organization Description

The Port Allegany School District is a small, rural school district located in the north-central portion of Pennsylvania in one of the more remote areas in the Commonwealth. Covering an area of 214 square miles and serving a population of approximately 4,000 persons, the district has a combined enrollment of 860 students in two locations.

The elementary (K-6) school, built in 1982 and renovated in 2008-2009, is located in Port Allegany. The junior-senior high school (7-12), built in the 1950's and renovated in 1999-2000. District buildings are in good condition and capable of providing excellent learning environments and incorporating up-to-date technology into instruction.

SCHOOL ORGANIZATION

The Elementary School serves children in grades K-6, while the junior/senior high school is configured to educate students in grades 7-12. The Port Allegany School District also provides vocational programming to students at the high school level via services provided by the Seneca Highlands Career and Technology Center, alternative education, and the full continuum of special education services under contract with the Intermediate Unit 9. Alternative education and services at the Custer City Licensed Private School are provided in off-campus settings provided by Beacon Light Behavioral Health Systems.

Planning Committee

Name	Role
Kim Ball	Elementary School Teacher - Regular Education
Mackenna Bickford	Ed Specialist - School Nurse
Judy Bodamer	Administrator
Dee Buchanan	Board Member
Gary Buchsen	Administrator
Marc Budd	Administrator
Dr. Mark Carlson	Business Representative
Kerri Dach	Administrator
Doug Dickerson	Middle School Teacher - Regular Education
Erika Emerick	Administrator
Dan Eskesen	Ed Specialist - School Counselor
Loren Ferguson	Ed Specialist - School Counselor
Ashlee Fillhart	Ed Specialist - School Nurse
Wallace Finn	Parent
Kristina Francis	High School Teacher - Regular Education
Kathi Gimbrone	Middle School Teacher - Regular Education
Cassie Howard	Elementary School Teacher - Regular Education
Ann Kinnunen	Elementary School Teacher - Regular Education
Tracy Kio	Administrator
Matthew Lawton	High School Teacher - Regular Education
Nicole Line	Instructional Coach/Mentor Librarian
Beth McElwee	High School Teacher - Special Education
Stephanie McNeil	Parent
Dave Mensch	Board Member
Adam Moate	Administrator
Scott Moses	Business Representative
Cheryl Nasto	Elementary School Teacher - Regular Education
Laura Nelson	Parent
George Riley	Community Representative
Carrie Russell	Community Representative
Beth Scanlon	Ed Specialist - School Counselor

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Alternate Academic Content Standards for Math and Reading are not incorporated into existing primary classes in our elementary school. Individual student needs are addressed through student's IEPs should that be determined necessary by the IEP team.

Elementary Education-Intermediate Level

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

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

Alternate Academic Content Standards for Math and Reading are not incorporated into existing intermediate classes in our elementary school. Individual student needs are addressed through student's IEPs should that be determined necessary by the IEP team.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Developing	Developing
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	Accomplished	Accomplished
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	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Accomplished	Accomplished
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":

Alternate Academic Content Standards for Math and Reading are not incorporated into existing classes in our middle school. Individual student needs are addressed through student's IEPs should that be determined necessary by the IEP team.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Developing	Developing
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	Accomplished	Accomplished
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	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Developing	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":

Alternate Academic Content Standards for Math and Reading are not incorporated into existing classes in our high school. Individual student needs are addressed through student's IEPs should that be determined necessary by the IEP team.

Adaptations

Elementary Education-Primary Level

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

Elementary Education-Intermediate Level

- 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

Middle Level

- 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

High School Level

- 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

Explanation for any standards checked:

The Port Allegany School District continues to use the Pennsylvania Standards as the basis for the curriculum taught at all district levels.

We are currently in the process of migrating curriculum and instruction to the standards outlined with the Pennsylvania Core.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Student formative and summative data is shared by professional staff and administration as part of the ongoing practice within the building. Curriculum and data review meetings are held at various times during the school year.

Also, the elementary school uses the contracted in-service days held throughout the school year to drive curriculum, instruction, and data review processes.

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

Port Allegany continues to assess, review, plan and develop curriculum aligned to the introduction of the Pennsylvania Core. Ongoing focus will concentrate on the summative assessments and proposed changes to the Pennsylvania System of School Assessment (PSSA) tests.

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:

Student formative and summative data is shared by professional staff and administration as part of the ongoing practice within the building. Curriculum and data review meetings at various times throughout the school year.

Also, the elementary school uses the contracted in-service days held throughout the school year to drive curriculum, instruction, and data review processes.

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

Port Allegany continues to assess, review, plan and develop curriculum aligned to the introduction of the Pennsylvania Core. Ongoing focus will concentrate on the summative assessments and proposed changes to the Pennsylvania System of School Assessment (PSSA) tests.

Middle Level

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

Processes used to ensure Accomplishment:

Student formative and summative data is shared by professional staff and administration as part of the ongoing practice within the building. Curriculum and data review meetings are held at various times during the school year.

Also, the junior high school uses the contracted in-service days held throughout the school year to drive curriculum, instruction, and data review processes.

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

Port Allegany continues to assess, review, plan and develop curriculum aligned to the introduction of the Pennsylvania Core. Ongoing focus will concentrate on the summative assessments and proposed changes to the Pennsylvania System of School Assessment (PSSA) and anticipated ongoing development of the Keystone Exams.

High School Level

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

Processes used to ensure Accomplishment:

Student formative and summative data is shared by professional staff and administration as part of the ongoing practice within the building. Curriculum and data review meetings are held at various times during the school year.

Also, the high school uses the contracted in-service days held throughout the school year to drive curriculum, instruction, and data review processes.

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

Port Allegany continues to assess, review, plan and develop curriculum aligned to the introduction of the Pennsylvania Core. Ongoing focus will concentrate on the summative assessments and proposed changes to the Pennsylvania System of School Assessment (PSSA) tests and anticipated, ongoing development of the Keystone Exams.

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.

Planned instruction does contain modifications and accommodations that allow students at all mental and physical ability levels to access and master rigorous standards aligned curriculum.

Children with disabilities who satisfactorily complete a special education program identified in an Individualized Education Plan under the Individuals with Disabilities Education Act shall be granted and issued a regular high school diploma by the Port Allegany School District. Accommodations and adaptations are determined by the IEP team and also incorporated into instruction by the classroom teacher for those students who do not have an Individualized Educational Plan.

Port Allegany also has a gifted program for identified students with a GIEP. Adaptations and accommodations for gifted students are addressed by the GIEP team and gifted teachers in both buildings.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

- Administrators
- Instructional Coaches

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

Port Allegany School District Administration conducts semi-annual and annual reviews for all professional educators in the district. Staff members are formally and informally observed throughout the school year.

The district has developed and implemented a mentor program for all new teachers in the district.

Lesson plans for teachers are available to the administration, professional staff, and the public through the district's website. <http://www.pasdedu.org>

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

Review of lesson plans will be made more readily available to everyone with the public roll out of the new district website in June, 2014. Updated lesson plans available for online review is a part of this initiative by the district.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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.	Full Implementation

If necessary, provide further explanation.

Special area classes are not structured through ability grouping.

Middle Level

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

High School Level

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

2014 Graduation Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Reading

- Local Assessments aligned with State Standards

Writing

- Local Assessments aligned with State Standards

Mathematics

- Local Assessments aligned with State Standards

Local Assessments

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

2015 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

English Language and Composition

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

English Literature

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Mathematics

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Science & Technology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Environment & Ecology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

2017 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Biology or Chemistry

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

American History, Civics/Government, or World History

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Methods and Measures

Summative Assessments

Summative Assessments	EEP	E EI	ML	HS
PSSA Math		X	X	
PSSA Reading		X	X	
PSSA Writing		X	X	
PSSA Science		X	X	
End of Course Final Exams		X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
Classroom Diagnostic Tests (CDT's)		X	X	X
Study Island Benchmarking Assessments		X	X	X
DIBELS	X	X		

Formative Assessments

Formative Assessments	EEP	E EI	ML	HS
Individually Developed Standards Aligned Teacher Assessments	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	E EI	ML	HS
Classroom Diagnostic Tests (CDT's)		X	X	X
Study Island Benchmarking Assessments		X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Primary purposes of assessments are to inform teaching and to improve learning. The district has developed clear and appropriate targets, verification of student achievement, methods and measures to assess teaching and learning, expanded opportunities for student learning, ongoing improvement, and clear and effective communication with parents and community.

The district has developed specific local assessments aligned with the standards. The process begins with the familiarization of state standards their anchors, and eligible content. The next phase is the development of these local assessments reflective of the standards identified with the Pennsylvania Core. Local assessment tools will then be created and aligned with these new expectations.

Both formative and summative assessments compromise the district Assessment Plan. Curriculum-based assessments in every subject area (projects, daily work, teacher tests, observation checklists, anecdotal records of student performance) are also routinely used by the professional staff at Port Allegany.

Local district and curriculum-based assessments are recorded in the classroom by the teacher and on-line within the student information management system, Power School. Parents are able to view these live on-line. Progress reports are sent to parents during the nine-week periods. Currently, parents receive their child's local report card every nine weeks. Parent or the professional staff may request a conference at any time to review the child's progress in a team setting.

Development and Validation of Local Assessments

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

The district does not develop, nor locally administer, assessments that are independently and objectively validated.

Collection and Dissemination

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

Individual student's results from the state assessments (PSSA and Keystone Exams) are sent as individual reports to parents as soon as scores are received by the district. School and District Adequate Yearly Progress/PSSA Report Cards are accessed both on-line and throughout building offices.

Parents are notified that they may view the PSSA prior to its administration. District policy that addresses Assessment and Public Reporting include the following: #127 — Assessment of Educational Program, #212 — Reporting of Pupil Progress, #213 — Assessment of Student Progress, and #908 — Relationship with Parents.

Assessment data and results are shared with professional staff upon arrival in June, or with the release from the state. Data is compiled and reviewed by the administration and reviewed with professional staff during the in-service meetings, curriculum meetings, and throughout grade and departmental meetings as part of a continuous process.

PVAAS, e-metric, PSSA, and Keystone exam data is also shared with multiple stakeholders across the district.

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.

Information from assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher through the following:

The identification procedures include --

Grades 3-8 and Keystone eligible students who score non-proficient on the PSSA Reading, Writing, Science, and/or Math assessments, and/or applicable Keystone exams will be identified as struggling students. Beyond the PSSA/Keystone eligible student groups, this will also include those students in grades Kindergarten through Grade 2. Local assessments, diagnostics, and teacher generated anecdotal data will also be used to identify students.

The Port Allegany School District offers a variety of instructional strategies designed to meet the needs of its learners. These alternative instructional strategies include - in the elementary building students are evaluated for additional support as part of the district's Title I program. The Port Allegany Elementary School is a 'school wide' Title I program. Title I resources are made available through federal funding to address individual student needs as part of this process. Additional programming and funding are available to students at the high school. The high school building is designated as 'targeted-assistance' with its Title program.

All students in grades k-6 are offered classes with teachers who are highly qualified. The instructional methods include "best practices," the use of research-based Mathematics instruction, guided reading in the early grades, online Math and Reading practice through *Study Island*, and additional instructional opportunities with the staff.

The monitoring of assessment procedures include --in the elementary building students are continuously evaluated using the local assessments in Reading, Writing, and Math, as well as, DIBELS-next (Dynamic Indicators of Basic Early Learning Skills), GRADE assessments, and other performance measures. Student performance results are recorded, and the student reassessed on a regular basis during the school year. The Title I teachers, the Learning Support teachers, the building principal, the classroom teachers, and the guidance counselor meet to discuss the student performances on the assessments and the placement for the student.

The opportunities for extended learning time allows students to have additional learning time provided by computer-based activities (as *Study Island*), the Title I teachers (elementary and high school), grade-level instructional aides, or the classroom teacher. Before school and after school tutoring is made available by the district as well.

Various technology endpoints allow students to have access to on-line math, reading, and other subject related activities.

In the High School struggling students are offered additional learning opportunities where they participate in Keystone Remediation Algebra, Biology, and/or Literature classes until they reach proficiency. In the junior high school struggling students are afforded tutoring opportunities.

All High School and Junior High School students are encouraged to utilize the library media center and to use the computer-based Study Island for specific instruction to the Math and/or Reading Anchors.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

The planned instruction and assessment review process has been developed and is continuously revised for increased improvement of student success. The district has already implemented all Reading, Writing, Math, and Science Anchor Assessments and Eligible Content throughout all grade levels. These Anchor Assessments are being used as the teachers revise their Planned Instruction. Planned instruction is kept in central office and is available for staff, parents or community to view. Instructional practices are based on “best practices” and successful strategies are shared among faculty members and administration. Instructional methods are varied and based on student need.

Structurally, the district continues to devote in-service and other professional development time to further develop curriculum, assessment review, and foster 'best practices.'

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

Summative assessment data (PSSA and/or Keystones) is not available for primary aged children.

Port Allegany will continue to use local and/or DIBELS assessment data for children in grades k-2.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEl	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				
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				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Port Allegany School District uses multiple resources to share building level and district assessment data with the public.

The district distributes summative assessment results through the district website, individual meetings, letters to parents and guardians, building level and district newsletters and other sources.

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

Port Allegany allows access to summative assessment data through multiple sources. The district will continue to take all measures necessary to further positive communications with the public.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

Through the use of 2013 PSSA data, no school in the Port Allegany School District is defined as 'struggling'.

Port Allegany School District will assess and determine continued growth in student achievement by participating in assessment review, ongoing comprehensive planning, and other related best practices. Port Allegany will adjust, reinforce, and/or implement programs and procedures to further foster increased student achievement.

Programs, Strategies and Actions

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

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

Port Allegany does not have district funded resource officers. The district works very closely with local and regional law enforcement with its past and current practice.

Identifying and Programming for Gifted Students

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

Chapter 16 of the Pennsylvania Code presents the requirements for gifted education programming and services in public schools. The following includes the descriptions of the screening, evaluation, and identification process for students who are thought to be Mentally Gifted within the Port Allegany School District.

Public Notice and Screening: Prior to screening, parents are informed of gifted education through the district website, student handbook, and school newsletters throughout the year. The screening process at Port Allegany School District includes multiple criteria. Sources of data include parent reports, teacher input, achievement scores, and results of rating scales.

In addition to this formal screening at various grade levels in the district, a student's parent or teacher may request a gifted evaluation at any time. The request shall be in writing. If the request is made orally by the parent to a teacher or other school staff in the District, the teacher will report this request to the assistant principal, and permission to evaluate will be sent to the parent within ten calendar days of the oral request. Once the permission to evaluate is received by the School District, the evaluation process will begin. Assessment results from the PSSA, Study Island, and GRADE data are gathered and shared with the team. The student is given additional assessments to ascertain achievement and ability. This will all be shared with the school psychologist and included in the evaluation report. The evaluation report will be presented to the parents no later than 60 calendar days (exemption for summer months) after the permission to evaluate is received by the District.

Evaluation and Identification: The school district will conduct the multidisciplinary gifted evaluation within 60 calendar days. The assessments will be conducted by the school psychologist. All information will be compiled into the Gifted Written Report. When considering results of assessments, the district will not make its determination of gifted ability based on IQ scores alone. Additionally, deficits in memory or processing speed, as indicated by testing, would not be the sole basis upon which a student would be determined not to be mentally gifted. These decisions will be made by the school psychologist who interprets the scoring data. Additionally, students with IQ scores of lower than 130, when multiple criteria strongly indicate gifted ability, could be considered as gifted.

Following the completion of the Gifted Written Report, the GIEP must be completed within 30 calendar days. The invitation to the GIEP meeting will be sent to the parents at least 10 calendar days prior to the scheduled GIEP meeting. The NORA (Notice of Recommended Assignment) can be presented to parents at the GIEP meeting or by certified mail within 5 calendar days after the completion of the IEP meeting. The GIEP will be implemented within 10 school days after it is signed (or the start of the following school year if the GIEP is signed fewer than 30 days prior to the last day of school).

Gifted Programming: The Port Allegany School District provides gifted education opportunities that meet the needs of each individual student. The programming options are based upon the strengths and needs of each student identified as gifted. These options are agreed to by the GIEP team prior to implementation.

Gifted Programming

The Port Allegany School District provides gifted education opportunities that meet the needs of each individual student. The programming options are based upon the strengths and needs of each student identified as gifted. These options are agreed to by the GIEP team prior to implementation. Types of gifted programming offered to students at Port Allegany may include:

- Early entrance to kindergarten or grade/subject skipping
- Grouping based on instructional level
- Acceleration by level, grade, or subject or a compacted curriculum
- AP or honors courses available at expected or earlier than typical times
- Independent study
- Grouping with other gifted students for meaningful instruction with peers
- Enrichment in specific content areas as outlined in GIEP
- Learning contracts
- Other options as identified by the GIEP team

Developmental Services

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

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

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison				
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans				
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				
Truancy Coordination	X	X	X	X

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Port Allegany School District has multiple outgoing partnerships with 3rd party providers to address interventions and student needs. Collaboration opportunities are provided as part of an ongoing and continuous process with the elementary and junior/senior high school buildings.

The district has established a Wellness Committees designed to promote positive student health lifestyles and other related initiatives.

Time for collaboration between entities is made available with the current collective bargaining agreement with the Port Allegany Education Association. Professional staff have in-service and other scheduled times for such work.

Community Coordination

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

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

The school district has had a long and successful history of community involvement. Efforts have always been made to include the greater Port Allegany residents, not just the parents of students, in our school life.

Port Allegany encourages all parents and guardians, including those of children with disabilities, to participate in school events and to communicate with the school staff. The local preschool providers meet on a regular basis with the Kindergarten teachers and building principal to help create a smoother transition for preschool children to the Kindergarten setting.

The High School is in a partnership with various colleges to offer dual enrollment courses for the secondary students. Dual enrollment agreements are currently in place with Penn Highlands Community College and the University of Pittsburgh-Bradford. The board of directors encourages the administration to actively pursue partnerships with additional colleges and universities for more course offerings.

In the area of communication, the District website, Facebook, and Twitter accounts serve as an avenue to continue to promote and share various academic, athletic, artistic, and other related student-centered programs at Port Allegany.

Child care, after school programs, and tutoring opportunities are addressed through these ongoing collaborative partnerships as well.

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.

Port Allegany Elementary School coordinates transition services for identified children through a partnership with Seneca Highlands Intermediate Unit 9.

Currently, Port Allegany does not offer a pre-kindergarten program but has applied for Pre-K Counts funding from PDE when made available by the state.

The district plans to offer a Title I funded Kindergarten Readiness Program as part of its comprehensive plan submission. Transitions for students at risk will be coordinated through the program and with other service providers.

At the start of the 2014-2015 school year, the Port Allegany Elementary School has housed a Head Start classroom for qualifying students and their families in the building. These students as residents of the school district, will be attending our kindergarten in future years. Housing a Head Start program in the building will aid in a successful transition into the building.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	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.

Port Allegany School District has an established continuous curriculum review cycle. The decision making process is shared by administration, professional staff, parents, and board of directors. Funding is made available through the annual budget and budget review processes.

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

Additional work will need to be done as the district fully transitions to the Pennsylvania Core Standards.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	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.

Port Allegany School District has an established continuous curriculum review cycle. The decision making process is shared by administration, professional staff, parents, and board of directors. Funding is made available through the annual budget and budget review processes.

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

Additional work will need to be done as the district fully transitions to the Pennsylvania Core Standards.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	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.

Port Allegany School District has an established continuous curriculum review cycle. The decision making process is shared by administration, professional staff, parents, and board of directors. Funding is made available through the annual budget and budget review processes.

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

Additional work will need to be done as the district fully transitions to the Pennsylvania Core Standards.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	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.

Port Allegany School District has an established continuous curriculum review cycle. The decision making process is shared by administration, professional staff, parents, and board of directors. Funding is made available through the annual budget and budget review processes.

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

Additional work will need to be done as the district fully transitions to the Pennsylvania Core Standards.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler;Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected:

Port Allegany School District is transitioning to the resources and Pennsylvania Core instructional materials available on the Standards Aligned Systems website.

All teachers in the district currently operate a teacher webpage through SAS for improved parent and home communications.

The district will continue its use of these additional resources as they are shared at all levels by the Pennsylvania Department of Education.

Elementary Education-Intermediate Level

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

Further explanation for columns selected:

Port Allegany School District is transitioning to the resources and Pennsylvania Core instructional materials available on the Standards Aligned Systems website.

All teachers in the district currently operate a teacher webpage through SAS for improved parent and home communications.

The district will continue its use of these additional resources as they are shared at all levels by the Pennsylvania Department of Education.

Middle Level

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

Further explanation for columns selected:

Port Allegany School District is transitioning to the resources and Pennsylvania Core instructional materials available on the Standards Aligned Systems website.

All teachers in the district currently operate a teacher webpage through SAS for improved parent and home communications.

The district will continue its use of these additional resources as they are shared at all levels by the Pennsylvania Department of Education.

High School Level

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

Further explanation for columns selected:

Port Allegany School District is transitioning to the resources and Pennsylvania Core instructional materials available on the Standards Aligned Systems website.

All teachers in the district currently operate a teacher webpage through SAS for improved parent and home communications.

The district will continue its use of these additional resources as they are shared at all levels by the Pennsylvania Department of Education.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

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

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

The Port Allegany School District collective bargaining agreement includes (5) in-service days that are designed to provide and foster professional development of the administrative and teaching staff.

Port Allegany has partnered with the Seneca Highlands Intermediate Unit and other local and regional organizations to develop, facilitate, and administer these trainings.

Shared collaboration and a regular review of formation and summative assessment data drive current and future professional development in the district.

Strategies Ensuring Fidelity

- 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.

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

The Port Allegany School District collective bargaining agreement includes (5) in-service days that are designed to provide and foster professional development of the administrative and teaching staff.

Port Allegany has partnered with the Seneca Highlands Intermediate Unit and other local and regional organizations to develop, facilitate, and administer these trainings.

Shared collaboration and a regular review of formation and summative assessment data drive current and future professional development in the district.

Induction Program

- 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.

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

Port Allegany uses a two-part induction program for newly hired teachers in the district. The first, an in-house induction program that is coordinated through the superintendent of schools, building principal, teacher mentor, and the new teacher. A check list is and longitudinal time frame incorporating the following elements is included with in-house district programming:

- assignment of mentors
- goal setting
- review of district level management
- overview of student handbook, teacher handbook, scheduling and lesson plan procedures
- professional responsibilities
- classroom level management functions including discipline, attendance, student expectations, teacher appearance, record keeping, acquisition process, budgeting
- instructional processes

- support services

The second, all new teachers in the district also participate in the Seneca Highlands Intermediate Unit 9 teacher induction program throughout their first year of employment.

Multiple topics are reviewed with district employees and also allow for 'networking' with other new teachers from the member schools of the Intermediate Unit.

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

Specific ongoing focus will center on the latest trends in 21st Century education, transition to the Pennsylvania Core Standards, and Keystone exams.

Needs of Inductees

- 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).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.

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

As identified previously, Port Allegany uses a two-part induction program for newly hired teachers in the district.

The first, an in-house induction program that is coordinated through the superintendent of schools, building principal, teacher mentor, and the new teacher. A check list is and longitudinal time frame incorporating the following elements is included with in-house district programming.

- assignment of mentors
- goal setting
- review of district level management
- overview of student handbook, teacher handbook, scheduling and lesson plan procedures
- professional responsibilities
- classroom level management functions including discipline, attendance, student expectations, teacher appearance, record keeping, acquisition process, budgeting
- instructional process
- support services

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

The district will need to address the incorporation of the following into its induction program:

- Creation and implementation of an inductee survey.
- Second year teacher interviews and evaluations of previous induction plans.

Mentor Characteristics

- 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.

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

The district has traditionally only selected mentors that have demonstrated success in the classroom, with parents, have a strong understanding of the district roles and responsibilities of being a mentor.

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

Port Allegany incorporates all of the selected strategies identified as part of its teacher induction mentor selection program.

Induction Program Timeline

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

If necessary, provide further explanation.

Beyond the two-pronged induction program in the district, all new teachers also attend regular department and/or grade level curriculum meetings with the department chairperson, building principal, and/or superintendent of schools.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

New teachers meet on a continuous basis with their building principal, mentor, and superintendent of schools.

Recording Process

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

- 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.

Special Education

Special Education Students

Total students identified: **132**

Identification Method

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

The Port Allegany School District complies with federal and state regulations for identifying students thought to be eligible for special education services within the District's jurisdiction, including children suspected of having learning disabilities. Our child find activities include public notices in local newspapers, school handbooks, and the website. The school district does provide screenings to identify any potential concerns that could impact the student's education.

The District utilizes the ability/achievement discrepancy model for the identification of students with specific learning disabilities and implements many elements of the Pennsylvania response to intervention and instruction (RTII) framework. These elements include a tiered system of successively more intense interventions, standards-aligned curriculum, progress monitoring, and data-based decision making.

At the elementary level, children's progress is monitored via PSSA, Study Island, DIBELS, and GRADE assessments. Children who are failing to make sufficient progress are moved to an intensive intervention mode with specific goals set, and interventions designed by the team and implemented faithfully by school personnel. Progress is monitored and those students not meeting their goal(s) are referred for further evaluation. Information from student responses in the context of intervention is used in determination of eligibility for special education services.

When a referral is received, the school district conducts a formal evaluation of the student. When a specific learning disability is suspected the evaluation typically includes assessments of intellectual ability and academic achievement functioning. Parent input and parent concerns are obtained during the evaluative process. A classroom observation is conducted. The child's perspective about the learning process is gathered informally in the context of the individual assessment.

Further information is gathered to determine whether the child has failed to meet age – grade level state standards in any of the eight areas and if the student exhibits a pattern of strengths and weaknesses in performance and or achievement as defined by a severe discrepancy between intellectual ability, achievement, or relative to age or grade. As well,

information is gathered regarding vision and hearing status, Intellectual Disability, emotional disturbance, cultural and/or environmental issues, limited English proficiency or lack of appropriate instruction that would rule out identification as a student with a specific learning disability.

All of this information is discussed at a face-to-face Multidisciplinary Evaluation Team meeting with parents as members and summarized in written form in the evaluation report. All generated/collected information is considered including parent information in making a determination of a specific learning disability and all perspectives with regard to interpretation of available information is considered. The team determines whether the child meets criteria as a student with specific learning disability, identifies needs and makes recommendations to the IEP team to enable the child to participate in the general curriculum as appropriate for the child. In making its recommendation to the IEP team the Multidisciplinary Evaluation Team needs to review whether there are any things the IEP team needs to consider prior to developing the IEP such as measurable annual goals, specially designed instruction and supplementary aids and services.

The majority opinion is reflected in the evaluation report and Multidisciplinary Evaluation Team members need to indicate whether the opinion of the report is consistent with their conclusion. If any team member reaches a different conclusion they need to check “no” and offer a written differing opinion which needs to be attached and read in concert with the evaluation report itself.

At the secondary level, students who are failing to make sufficient progress as determined by PSSA, GRADE, and earned grades are recommended for intensive interventions. Goals are set and progress monitored. When a student does not show progress with the interventions that student is referred for further evaluation with the evaluative process moving as noted above. When staff members and parents contact the pre-referral team regarding students of concern, existing data is analyzed to establish the need for additional support. Based on this review, the team recommends additional supports such as Title I reading and/or math and other regular classroom interventions. If the student does not attain the target rate of response or skill level, the student is referred for a psycho-educational evaluation. However, parents may request an evaluation at any time.

Once identified, the district follows the mandated evaluation and re-evaluation procedures and time lines as required by IDEA and Chapter 14 regulations. The school psychologist uses a variety of assessment tools to evaluate students and determine associated eligibility and need for special education services. This includes a review of records, standardized assessments of cognitive and academic ability, scales of social, functional, emotional and behavioral functioning, parent, teacher, and classroom based information as well as clinical impressions.

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 Penn Data website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

The state average for Special Education students in the 2011-2012 school years was 15.2%. Port Allegany's percentage for Special Education students was 15.5%.

The percentage of Intellectually Disabled students has ranged from 14.8% to 18.2% in the Port Allegany school district for the past five years. It is consistently about 8% higher than the state average. In 2011-2012, 15.2% of Port Allegany's students were intellectually disabled. The state percentage was 7.1%. Currently this school year, the district has a total of 9 students in grades K-12 with an intellectual disability.

Over the past seven years, the percentage of Port Allegany students with Specific Learning Disabilities has ranged from 54.5% to 60.8% with the 2011-2012 year being 54.5%. The state percentage for 2011-2012 was 46.9%.

Over the past seven years, the percentage of Port Allegany students who receive Speech and Language support has been within two to three percentage points of the state average. In 2011-2012, the state percentage was 16.2% and the Port Allegany percentage was 17.2%.

Due to our low enrollment numbers, our percentages are higher than the state average percentage rates in the specific disability categories. When comparing our overall special education percentage (15.5%) to the state percentage (15.2%) there is not any significant disproportionality.

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?

At this time we do not have any 1306 students within the district.

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).

Currently, there are no facilities for incarcerated students located within our district boundaries. However, the McKean County Prison is located in the Smethport Area School District. The Port Allegany School District maintains an agreement with the Smethport Area School District for the provision of educational services for our students detained in the McKean County Prison. This includes a provision for the delivery of educational records to the receiving host district for students with disabilities. The McKean County probation officers provide timely feedback and special education services are provided by the host district to ensure FAPE in accordance with basic education circular guidelines.

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 Port Allegany School District maintains a strong commitment to serving students with disabilities in the regular education environment. The district aims to ensure that, to the maximum extent appropriate, students with disabilities 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. The Least Restrictive Environment (LRE) for a student depends upon the IEP team's determination of what is appropriate for the student. Guiding questions for IEP team consideration focus first on what will be provided for a student before questions of where it will be provided.

The following guiding questions lead IEP teams toward appropriate decision making:

- Can appropriate education (determined by the IEP team) be achieved in the regular class with supports already in place?
- Can the regular classroom and teaching be modified by providing supplementary aids and services in order to achieve appropriate education?
- Can appropriate education be achieved in the next, more restrictive setting with services currently in place?
- Can the next more restrictive setting be modified by providing supplementary aids and services in order to achieve appropriate education?
- Are there additional opportunities for integration, either through extracurricular activities, or while achieving some IEP goals?

The Port Allegany School District emphasizes IEP team decision making in determining the appropriate educational placements for students with disabilities. IEP teams determine the LRE based on the individual students' needs.

The pre-referral systems contain elements of the Pennsylvania response to intervention and instruction (RTII) framework, including universal access to quality, standards-aligned core instruction, tiered intervention, progress monitoring, relational support, and data-based decision making. For example, student progress is monitored through a series of increasingly intense interventions matched to instructional needs. This data is used to guide instruction, eligibility processes, and school improvement efforts.

Per IDEA and Chapter 14 regulations, all evaluations for special education eligibility require review by a multi-disciplinary team. Supplementary aids and services are given first priority before consideration of more restrictive placement options. It is important to note that student placement decisions are based on need rather than convenience.

The Port Allegany School District professional staff development initiatives have included trainings in a variety of areas including inclusionary practices, co-teaching, and differentiated instruction in efforts to increase capacity for meeting students' needs. Staff have access to a full range of ongoing professional development targeting data collection and analysis, alternative assessments, evidence-based practices, differentiated instruction, co-teaching models, autism, school wide positive behavior support, progress monitoring, special education paraprofessional competencies, curricular adaptations and modifications, writing standards-aligned IEPs, and RTII.

Based on the 2011/12 Special Education Report Card, the Port Allegany School District met our SPP targets for the educational environment. The SPP target for inside the regular education classroom for 80% or more was 65%. The state average was 62.2% while Port Allegany was at 83.2%. Port Allegany's group sizes were too small and not displayed for the other areas. Port Allegany does have 6 students that are receiving instruction in an emotional support setting that is out of the district. The district does not have an emotional support classroom in the district, our students are attending IU fair share classes in neighboring districts. We also have 2 students with IEPs that are attending an alternative education setting. The alternative education program is provided by an outside agency that is off of school grounds. The school district's goal is to meet our students' needs so that they can be successful. The discussions begin with the regular education setting, interventions, and progress.

Behavior Support Services

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

Positive Behavior Support:

Within our schools Positive Behavior Support is addressed through all of our staff from instructional aides to administration. At the elementary school teachers or parents may refer students for screening and additional behavioral support. As part of the support process, parental permission is received prior to conducting screening activities that lead to the development of intensive behavior support plans. If needed the team may refer the student for an evaluation at any time during this process.

School Psychological services are provided on a contractual basis with Seneca Highlands Intermediate Unit 9. The psychologist consults with the team to address behavioral needs across the tiers. The school psychologist is the lead staff person responsible for the facilitation of the Functional Behavior Assessment (FBA) process. Following the development of the FBA the school psychologist consults with the team on the development of the Positive Behavior Support Plan. Furthermore the school psychologist is able to provide individual counseling to students as determined by the IEP team.

De-escalation:

All special education contracted employees from Seneca Highlands Intermediate Unit 9 are certified as Safety Care Specialists within their first year of employment. The Safety Care curriculum incorporates specific incident prevention, minimization and de-escalation strategies that can be utilized in many situations to help avoid the use of restraints. In addition, the incident prevention, minimization and de-escalation strategies can be integrated into a student's Individualized Education Plan or Positive Behavior Support Plan as needed. In addition, the district certifies selected staff members in Safe Crisis Management.

School Based Behavioral Health Services:

The guidance counselors meet to discuss and plan for the behavioral health needs of students. Students are able to access the Student Assistance Program as well as services such as Wraparound. Students in need of further counseling or support can access services through Dickinson Mental Health. The school psychologist is able to provide individual counseling to students as determined by the IEP team.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Port Allegany School District ensures all students, including those that are hard to place, receive services promptly in the least restrictive environment by collecting data from the pre-referral teams and parents. Furthermore, representatives from the District consult with the Intermediate Unit Nine Autism Team and behavior specialist consultants, utilize paraprofessional support, make referrals to the McKean and Potter County CASSP coordinators, collaborate with local wrap around providers, and participate in interagency meetings. All placements, including those in programs outside the district, are based on identified student needs.

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.

In keeping with the Port Allegany School District's mission, the purpose of our special education plan is to provide an evidence-based support system for all students to overcome obstacles to meet increased standards for academic rigor, develop the skills necessary for success in the postsecondary classroom and workplace, and adapt to changes. It is further understood that ever-changing individual student needs and current research will drive the type, intensity, frequency, and duration of intervention from the level of core instruction through evaluation for special education services should data suggest the need for specially-designed instruction per the Individuals with Disabilities Education Act (IDEA) and Chapter 14 regulations. The Port Allegany School District strives to be proactive in its approach to support inclusive practices, provide education in the least restrictive environment, and utilize positive behavior support strategies throughout all school buildings.

Pre-referral teams exist at the elementary and secondary levels. These structured systems contain elements of the Pennsylvania response to intervention and instruction (RTII) framework, including universal access to quality, standards-aligned core instruction, tiered intervention, progress monitoring, relational support, and data-based decision making. For example, student progress is monitored through a series of increasingly intense interventions matched to instructional needs. This data is used to guide instruction, eligibility processes, and school improvement efforts. A peer tutoring program is also operating at the secondary level.

The district, Seneca Highlands Intermediate Unit Nine, and Mental Health Systems work closely to provide the full continuum of special education services for students identified as needing specially designed instruction, including children from low incidence populations. For example, the Seneca Highlands Intermediate Unit Nine provides contract services for learning support (in-district), full and part-time partial hospitalization programs in conjunction with Dickinson Mental Health, emotional support classrooms, life skills support, and autistic support, speech and language support, hearing support, vision support, as well as occupational and physical therapy. In addition, the district works with Beacon Light Behavioral Health Systems to provide alternative education programming at the Bridgeport Academy and services to students with more significant mental health needs at the Short Term Adolescent Recovery (STAR) Program and Custer City Licensed Private School.

All of our special education programs employ evidence-based instructional practices to ensure progress toward IEP goals. Teachers are required to attend professional development trainings yearly. Initial (8th grade) and final (11th grade) transition review meetings are held at the secondary level to ensure proper planning and enhance agency participation. Our students, including those with disabilities, continue to obtain marketable workplace skills at the Seneca Highlands Area Vocational Technical School. Our student assistance program (SAP) team continues to serve students with mental health and/or substance abuse challenges with support from outside agencies.

Our commitment to integrating technology is evidenced through our mobile labs, Smart Boards, and online learning initiatives. The district is also utilizing online learning to provide instruction to our students.

The District promotes IEP team member attendance in accordance with IDEA regulations and Chapter 14 of the Pennsylvania Code. Parents of students with disabilities are encouraged to attend local and regional training programs.

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
- 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
Coudersport Elementary School	Neighboring School Districts	Emotional Support	1
Otto Eldred Elementary School	Neighboring School Districts	Emotional Support	1
Austin Area School District	Neighboring School Districts	Emotional Support	1
Adolescent Intensive Outpatient Program	Other	Emotional Support	3
Bridgeport	Other	Alternative Education/Partial Program	2

Special Education Program Profile

Program Position #1

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Port Allegany Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	6 to 6	1	0.1
Port Allegany Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 13	9	0.9

Justification: Instruction is individualized at student skill levels within the classroom.

Program Position #2*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Port Allegany Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 9	1	0.1
Port Allegany Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	8	0.9

Program Position #3*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Port Allegany Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	1	1

Program Position #4*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Port Allegany Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	9	1

Program Position #5*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Port Allegany Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	4	0.2
Port Allegany Junior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	17	0.8

Program Position #6*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Port Allegany Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	14	1

Program Position #7*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Port Allegany Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	20	1

Program Position #8*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Port Allegany Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	18 to 18	1	0.2
Port Allegany Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 16	4	0.8

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Port Allegany Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	27	0.8
Justification: Students are instructed individually or in small groups within the accepted age range.							
Port Allegany Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	13 to 18	1	0.2
Justification: Students are instructed individually or in small groups within the accepted age range.							

Special Education Support Services

Support Service	Location	Teacher FTE
Personal Aide	Elementary School	1
Classroom Aides	Elementary Life Skills	3
Classroom Aides	High School Life Skills	3

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	1.5 Days
Physical Therapy	Intermediate Unit	4 Hours
School Psychologist	Intermediate Unit	2 Days
Special Education Supervisor	Intermediate Unit	2 Days
Vision Teacher	Intermediate Unit	3 Hours
Hearing Teacher	Intermediate Unit	3 Hours

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

After reviewing the school level accomplishments and systemic challenges, similar patterns can be identified with our elementary school and high school/junior high school.

Both buildings have identified concerns in the building's and district's ability to show growth as measured by the School Performance Profile.

There is an ongoing need to complete curriculum review and mapping to make the necessary adjustments with the new standards identified as part of the Pennsylvania Core.

Specifically for the high school, building level administration and professional staff have discussed the impact of evolving Keystone Exams on existing curriculum, course offerings, and sequencing of classes within the building. These concerns have been compounded by the changing timelines, requirements, and implementation of these exams by the Pennsylvania Department of Education. There will need to be a continued review of student achievement data to determine the success of district programming and help guide future processes at Port Allegany.

District Accomplishments

Accomplishment #1:

The Port Allegany High School has the third highest school performance profile as indicated for the 2012-2013 school year. This is out of 11 high schools in the McKean-Potter County region.

Accomplishment #2:

The Port Allegany Elementary School has the second highest school performance profile as indicated for the 2012-2013 school year. This is out of 12 elementary schools in the McKean-Potter County region.

Accomplishment #3:

The Port Allegany Elementary School met the annual growth expectations for both mathematics and reading during the 2012-2013 school year.

Accomplishment #4:

100% of the staff at the Port Allegany Elementary School is highly qualified.

Accomplishment #5:

100% of the staff at the Port Allegany High School is highly qualified.

Accomplishment #6:

Attendance rate for the Port Allegany Elementary School was 95.15% for the 2012-2013 school year.

Accomplishment #7:

Attendance rate for the Port Allegany High School was 94.58% for the 2012-2013 school year.

Accomplishment #8:

The Port Allegany High School met the annual growth expectations for science/biology during the 2012-2013 school year.

District Concerns

Concern #1:

The Comprehensive Planning Committee identified the need to develop policies and procedures allowing students to bring and use personal technological devices into the educational setting in both buildings. (B.Y.O.D.)

Concern #2:

The Comprehensive Planning Committee identified the need to find and develop programs to assist parents in helping remediate their children in math and reading.

Concern #3:

The Comprehensive Planning Committee identified the need to increase conservation awareness and programs in the district. (Greenhouse(s), nature paths)

Concern #4:

The Comprehensive Planning Committee identified the need to provide additional transportation services in the district. Specifically, a late bus run for those students involved in afterschool extracurricular, athletic, or academic pursuits.

Concern #5:

The Comprehensive Planning Committee identified the need to add information technology personnel to assist in the maintenance and effective use of technology in the Port Allegany School District.

Concern #6:

Proficiency levels for PSSA math and reading traditionally drop in grades 4 and 5 before rebounding in grade 6.

Concern #7:

Students have not demonstrated 100% proficiency on the Pennsylvania Biology, Literature, and Algebra Keystone exams.

Concern #8:

Proficiency levels on all PSSA assessments for economically disadvantaged students are historically lower than non-economically disadvantaged students.

Concern #9:

Proficiency levels for IEP students on all PSSA tests are historically lower when compared to students without IEP's.

Concern #10:

This district is in need of a professional development committee made up of administrative and teacher groups to design and implement professional development activities for the elementary school and the high school.

Prioritized Systemic Challenges

Systemic Challenge #1 (*System #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 Comprehensive Planning Committee identified the need to develop policies and procedures allowing students to bring and use personal technological devices into the educational setting in both buildings. (B.Y.O.D.)

The Comprehensive Planning Committee identified the need to find and develop programs to assist parents in helping remediate their children in math and reading.

The Comprehensive Planning Committee identified the need to increase conservation awareness and programs in the district. (Greenhouse(s), nature paths)

The Comprehensive Planning Committee identified the need to provide additional transportation services in the district. Specifically, a late bus run for those students involved in afterschool extracurricular, athletic, or academic pursuits.

Proficiency levels for PSSA math and reading traditionally drop in grades 4 and 5 before rebounding in grade 6.

Students have not demonstrated 100% proficiency on the Pennsylvania Biology, Literature, and Algebra Keystone exams.

Proficiency levels on all PSSA assessments for economically disadvantaged students are historically lower than non-economically disadvantaged students.

Proficiency levels for IEP students on all PSSA tests are historically lower when compared to students without IEP's.

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

Aligned Concerns:

The Comprehensive Planning Committee identified the need to develop policies and procedures allowing students to bring and use personal technological devices into the educational setting in both buildings. (B.Y.O.D.)

The Comprehensive Planning Committee identified the need to find and develop programs to assist parents in helping remediate their children in math and reading.

The Comprehensive Planning Committee identified the need to add information technology personnel to assist in the maintenance and effective use of technology in the Port Allegany School District.

Proficiency levels for PSSA math and reading traditionally drop in grades 4 and 5 before rebounding in grade 6.

Students have not demonstrated 100% proficiency on the Pennsylvania Biology, Literature, and Algebra Keystone exams.

Proficiency levels on all PSSA assessments for economically disadvantaged students are historically lower than non-economically disadvantaged students.

Proficiency levels for IEP students on all PSSA tests are historically lower when compared to students without IEP's.

Systemic Challenge #3 (*System #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

The Comprehensive Planning Committee identified the need to find and develop programs to assist parents in helping remediate their children in math and reading.

The Comprehensive Planning Committee identified the need to increase conservation awareness and programs in the district. (Greenhouse(s), nature paths)

Proficiency levels for PSSA math and reading traditionally drop in grades 4 and 5 before rebounding in grade 6.

Students have not demonstrated 100% proficiency on the Pennsylvania Biology, Literature, and Algebra Keystone exams.

Proficiency levels on all PSSA assessments for economically disadvantaged students are historically lower than non-economically disadvantaged students.

Proficiency levels for IEP students on all PSSA tests are historically lower when compared to students without IEP's.

Systemic Challenge #4 (*System #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 Comprehensive Planning Committee identified the need to add information technology personnel to assist in the maintenance and effective use of technology in the Port Allegany School District.

Proficiency levels for PSSA math and reading traditionally drop in grades 4 and 5 before rebounding in grade 6.

Students have not demonstrated 100% proficiency on the Pennsylvania Biology, Literature, and Algebra Keystone exams.

Proficiency levels on all PSSA assessments for economically disadvantaged students are historically lower than non-economically disadvantaged students.

Proficiency levels for IEP students on all PSSA tests are historically lower when compared to students without IEP's.

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

Aligned Concerns:

The Comprehensive Planning Committee identified the need to find and develop programs to assist parents in helping remediate their children in math and reading.

Proficiency levels for PSSA math and reading traditionally drop in grades 4 and 5 before rebounding in grade 6.

Students have not demonstrated 100% proficiency on the Pennsylvania Biology, Literature, and Algebra Keystone exams.

Proficiency levels on all PSSA assessments for economically disadvantaged students are historically lower than non-economically disadvantaged students.

Proficiency levels for IEP students on all PSSA tests are historically lower when compared to students without IEP's.

Systemic Challenge #6 (*System #12*) Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

Aligned Concerns:

Proficiency levels for PSSA math and reading traditionally drop in grades 4 and 5 before rebounding in grade 6.

Students have not demonstrated 100% proficiency on the Pennsylvania Biology, Literature, and Algebra Keystone exams.

Proficiency levels on all PSSA assessments for economically disadvantaged students are historically lower than non-economically disadvantaged students.

Proficiency levels for IEP students on all PSSA tests are historically lower when compared to students without IEP's.

Systemic Challenge #7 (*System #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.

Aligned Concerns:

The Comprehensive Planning Committee identified the need to provide additional transportation services in the district. Specifically, a late bus run for those students involved in afterschool extracurricular, athletic, or academic pursuits.

Proficiency levels for PSSA math and reading traditionally drop in grades 4 and 5 before rebounding in grade 6.

Students have not demonstrated 100% proficiency on the Pennsylvania Biology, Literature, and Algebra Keystone exams.

Proficiency levels on all PSSA assessments for economically disadvantaged students are historically lower than non-economically disadvantaged students.

Proficiency levels for IEP students on all PSSA tests are historically lower when compared to students without IEP's.

Systemic Challenge #8 (*System #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

The Comprehensive Planning Committee identified the need to add information technology personnel to assist in the maintenance and effective use of technology in the Port Allegany School District.

Proficiency levels for PSSA math and reading traditionally drop in grades 4 and 5 before rebounding in grade 6.

Students have not demonstrated 100% proficiency on the Pennsylvania Biology, Literature, and Algebra Keystone exams.

Proficiency levels on all PSSA assessments for economically disadvantaged students are historically lower than non-economically disadvantaged students.

Proficiency levels for IEP students on all PSSA tests are historically lower when compared to students without IEP's.

This district is in need of a professional development committee made up of administrative and teacher groups to design and implement professional development activities for the elementary school and the high school.

District Level Plan

Action Plans

Goal #1: 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 consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a 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.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

Indicators of Effectiveness:

Type: Annual

Data Source: Annual school climate school and community survey.

Specific Targets: Baseline survey data will be established after July 1, 2015. Growth and areas for improvement identified through annual data analysis.

Strategies:

Dual Enrollment Opportunities

Description: Postsecondary Achievement of Participants in Dual Enrollment: An analysis of student outcomes in two States from the National Research Center for CTE at the University of Minnesota, reports that dual enrollment was positively related to the likelihood of earning a HS diploma, the likelihood of persisting to a second semester of college, and a statistically significant higher GPA one year after HS Graduation.

SAS Alignment: Safe and Supportive Schools

Online Learning Opportunities

Description: On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher education). <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

SAS Alignment: Instruction, Materials & Resources

Additional Opportunities for Students

Description:

The Port Allegany School District will look to enhance and expand current before and after school programs for students.

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

Implementation Steps:

Before / After School Tutoring Programs

Description:

Develop before and after school tutoring/skill development programs to assist those students identified as at-risk.

Start Date: 9/1/2015 **End Date:** 6/1/2018

Program Area(s): Student Services

Supported Strategies:

- Dual Enrollment Opportunities
- Online Learning Opportunities
- Additional Opportunities for Students

Title I Kindergarten Readiness Program

Description:

Establish a Kindergarten Readiness Program for those students identified as at-risk during the kindergarten screening process.

Start Date: 7/1/2014 **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Additional Opportunities for Students

Programs to Assist Parents with Student Remediation

Description:

The Port Allegany School District will create programs that will assist parents in providing remediation in math and/or language arts for their own children.

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s): Student Services, Educational Technology

Supported Strategies:

- Online Learning Opportunities
- Additional Opportunities for Students

Opportunity to Earn College Credit

Description:

The Port Allegany School District will look to expand current opportunities for students and their families to earn college credit while enrolled in high school.

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Dual Enrollment Opportunities
- Online Learning Opportunities
- Additional Opportunities for Students

Goal #2: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: Annual performance on PSSA, Keystone, and local assessments.

Specific Targets: Students across all grade levels will attain 80% proficiency on the PSSA and required Keystone Exams.

Strategies:

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

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

SAS Alignment: Assessment, Instruction

Substantial Professional Development

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

SAS Alignment: Instruction

Reading Across the Curriculum

Description: While there is a body of research that indicates employing the reading strategies of questioning, concept mapping, summarizing, and monitoring comprehension have been shown to have positive effects on reading achievement, there are no empirical studies that indicate Reading Across the Curriculum as a whole has a positive effect on achievement. (Source: http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf)

SAS Alignment: Instruction

Implementation Steps:

Improve, Expand, and Reassess Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description:

The Port Allegany School District will as part of its annual programming review continually reassess its current data analysis procedures and use of data in the district to drive instruction.

Start Date: 7/1/2015 **End Date:** 6/30/2018

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

Supported Strategies:

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

Professional Development Committee

Description:

The Port Allegany School District will create a professional development committee consisting of administration and professional staff to annually review, chart, and determine training needs for the district.

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s): Teacher Induction

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Reading Across the Curriculum

Goal #3: 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.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: 4 Year Graduation Cohort Data

Specific Targets: The Port Allegany School District will work with local social agencies, the courts, and local law enforcement to create, establish, and maintain consistent practices in dealing with truancy.

Strategies:

Dropout Prevention Expansion

Description: WWC identifies 6 dropout prevention strategies for which empirical evidence exists that indicates the strategies reduce dropout rates. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dp_pg_090308.pdf) The National Dropout Prevention Center/Network provides a list with resources for 15 strategies the organization claims to be “effective” and “have the most positive impact on the dropout rate;” the Mid-Atlantic REL provides additional support for Dropout Prevention. (Sources: <http://www.dropoutprevention.org/effective-strategies> and http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2011103.pdf)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Transition

Description:

Port Alleghany Area School District is committed to provide transition planning for all students with disabilities beginning at the age of 14 or younger if recommended by the IEP team. Transition planning involves post-school outcomes in the following three areas: postsecondary education/training, employment and independent living. As part of the IEP process, post-school student outcomes are addressed and transition services and activities related to individual postsecondary goals are identified.

Our district does coordinate with the Seneca Highlands IU9 Transition Consultant to provide Initial Transition Planning (ITP) meetings with all eight grade students receiving Special Education services. Final Transition Review (FTR) planning meetings are completed with all eleventh grade students receiving Special Education services. These planning meetings are held on an annual basis and parent participation, agency coordination, and student engagement are encouraged as part of the secondary transition process.

CBVI coordinate

The Port Allegany Area School District was part of the Effective Practices for Secondary Transition (EPST) Cohort 1 for the 2013-2014 school year. Our school district successfully completed the training and carried out the responsibilities throughout the process by working with the Seneca Highlands Intermediate Unit 9 Transition Consultant and guidance from the Pennsylvania Training and Technical Network (PaTTAN).

In order to further support high quality transition plans as part of the IEP process, successful completion of Indicator 13: Individual Checklist Review training with secondary staff will be implemented on an annual basis.

Start Date: 7/1/2014 **End Date:** 6/30/2017

Program Area(s): Special Education

Supported Strategies:

- Dropout Prevention Expansion

Programs to Assist Parents with Student Remediation

Description:

The Port Allegany School District will create programs that will assist parents in providing remediation in math and/or language arts for their own children.

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s): Student Services, Educational Technology

Supported Strategies:

- Dropout Prevention Expansion

Goal #4: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

Indicators of Effectiveness:

Type: Annual

Data Source: Annual PSSA and Keystone Proficiency

Specific Targets: 80% of students will attain proficiency on the PSSA and/or Keystone assessments.

Strategies:

Substantial Professional Development

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

SAS Alignment: Instruction

Implementation Steps:

Autism

Description:

To increase the skill level for professional staff, and related services, and paraeducators working with learners with autism in early childhood settings, elementary, and secondary schools. These skills include:

On-going professional development for staff:

1. Implementation of Applied Behavioral Analysis based strategies developed by professional staff that supports growth in Common Core academics, functional skills, independent living, and social skills areas.
2. Share relevant information about learners with autism with IEP teams to facilitate problem solving, decision making, program planning and other team activities to address problem areas.
3. Engage students in learning experiences within and outside of the general education classroom.
4. Provide learning strategies to accommodate different learning preferences, ability preferences, ability levels and other learning needs of individual learners with autism.
5. Implement behavioral programs developed by professional staff for individual learners.

Start Date: 7/1/2014 **End Date:** 6/30/2017

Program Area(s): Special Education

Supported Strategies:

- Substantial Professional Development

Behavior Support

Description:

Positive Behavior Support: District personnel will participate in School Wide Positive Behavior Support trainings offered through Seneca Highlands Intermediate Unit 9 and PaTTAN. These trainings will support our efforts to develop and implement Positive Behavior Support systems across the three tiers.

The long term goals of these efforts include: help maintain identified students in the Least Restrictive Setting, increase staff skills in the use of behavioral data, increase the effectiveness of Positive Behavior Support

Plans, and reduce the number of suspensions and reduce or eliminate the use of restraints.

De-escalation: In order to support students with a full range of positive behavior support interventions, including prevention of challenging behaviors through the use of incident prevention, minimization and de-escalation strategies staff will be trained to provide these supports when other supports prove to be inadequate to address challenging behaviors. In order to address those needs all special education contracted employees from Seneca Highlands Intermediate Unit 9 are certified as Safety Care Specialists within their first year of employment.

Start Date: 7/1/2014 **End Date:** 6/30/2017

Program Area(s): Special Education

Supported Strategies:

- Substantial Professional Development

Transition

Description:

Port Alleghany Area School District is committed to provide transition planning for all students with disabilities beginning at the age of 14 or younger if recommended by the IEP team. Transition planning involves post-school outcomes in the following three areas: postsecondary education/training, employment and independent living. As part of the IEP process, post-school student outcomes are addressed and transition services and activities related to individual postsecondary goals are identified.

Our district does coordinate with the Seneca Highlands IU9 Transition Consultant to provide Initial Transition Planning (ITP) meetings with all eight grade students receiving Special Education services. Final Transition Review (FTR) planning meetings are completed with all eleventh grade students receiving Special Education services. These planning meetings are held on an annual basis and parent participation, agency coordination, and student engagement are encouraged as part of the secondary transition process.

CBVI coordinate

The Port Allegany Area School District was part of the Effective Practices for Secondary Transition (EPST) Cohort 1 for the 2013-2014 school year. Our school district successfully completed the training and carried out the responsibilities throughout the process by working with the Seneca Highlands Intermediate Unit 9 Transition Consultant and guidance from the Pennsylvania Training and Technical Network (PaTTAN).

In order to further support high quality transition plans as part of the IEP process, successful completion of Indicator 13: Individual Checklist Review training with secondary staff will be implemented on an annual basis.

Start Date: 7/1/2014 **End Date:** 6/30/2017

Program Area(s): Special Education

Supported Strategies:

- Substantial Professional Development

Improve, Expand, and Reassess Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description:

The Port Allegany School District will as part of its annual programming review continually reassess its current data analysis procedures and use of data in the district to drive instruction.

Start Date: 7/1/2015 **End Date:** 6/30/2018

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

Supported Strategies:

- Substantial Professional Development

Professional Development Committee

Description:

The Port Allegany School District will create a professional development committee consisting of administration and professional staff to annually review, chart, and determine training needs for the district.

Start Date: 7/1/2015 **End Date:** 6/30/2018

Program Area(s): Teacher Induction

Supported Strategies:

- Substantial Professional Development

Goal #5: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: State and local assessments.

Specific Targets: Increased student achievement on the PSSA, Keystone, and locally incorporated student assessments.

Strategies:

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

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to

the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Reading Across the Curriculum

Description: While there is a body of research that indicates employing the reading strategies of questioning, concept mapping, summarizing, and monitoring comprehension have been shown to have positive effects on reading achievement, there are no empirical studies that indicate Reading Across the Curriculum as a whole has a positive effect on achievement.

(Source: http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf)

SAS Alignment: Instruction

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping: http://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

Instructional (Distributed) Leadership Capacity Building

Description: Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources:

http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and <http://www.pakeys.org/docs/SL%20PP%201.pdf>)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Improve, Expand, and Reassess Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description:

The Port Allegany School District will as part of its annual programming review continually reassess its current data analysis procedures and use of data in the district to drive instruction.

Start Date: 7/1/2015 **End Date:** 6/30/2018

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Curriculum Mapping
- Instructional (Distributed) Leadership Capacity Building
- Reading Across the Curriculum

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	<p>#1 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.</p> <p>#2 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.</p>	Strategy #1: Dropout Prevention Expansion
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Start	End	Title	Description
7/1/2014	6/30/2017	Transition	Port Allegheny Area School District is committed to provide transition planning for all students with disabilities beginning at the age of 14 or younger if recommended by the IEP team. Transition planning involves post-school outcomes in the following three areas: postsecondary education/training, employment and independent living. As part of the IEP process, post-school student outcomes are addressed and transition services and activities related to individual postsecondary goals are identified.

Our district does coordinate with the Seneca Highlands IU9 Transition Consultant to provide Initial Transition Planning (ITP) meetings with all eight grade students receiving Special Education services. Final Transition Review

(FTR) planning meetings are completed with all eleventh grade students receiving Special Education services. These planning meetings are held on an annual basis and parent participation, agency coordination, and student engagement are encouraged as part of the secondary transition process.

CBVI coordinate

The Port Allegany Area School District was part of the Effective Practices for Secondary Transition (EPST) Cohort 1 for the 2013-2014 school year. Our school district successfully completed the training and carried out the responsibilities throughout the process by working with the Seneca Highlands Intermediate Unit 9 Transition Consultant and guidance from the Pennsylvania Training and Technical Network (PaTTAN).

In order to further support high quality transition plans as part of the IEP process, successful completion of Indicator 13: Individual Checklist Review training with secondary staff will be implemented on an annual basis.

Person Responsible	SH	S	EP	Provider	Type	App.
superintendent, Principals, and Director of Special Education	1.5	3	8	IU9	IU	No

Knowledge This training will provide staff with the prerequisite knowledge necessary to develop an effective, high-quality secondary transition program and implement meaningful data-driven Individualized Education Plans for students.

Supportive Research The Department of Education has identified critical elements of transition planning necessary for students

to have an appropriate opportunity to successfully transition to adult life after graduation.

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. Empowers educators to work effectively with parents and community partners.
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. Instructs the leader in managing resources for effective results.

Department Focused Presentation

Training Format

Participant Roles	Classroom teachers Other educational specialists Related Service Personnel	Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Focused monitoring of Individualized Education Programs with feedback	Evaluation Methods	Focused monitoring of Individualized Education Programs with feedback

ensures professional development is focused, comprehensive and implemented with fidelity. Development

Start	End	Title	Description					
7/1/2014	6/30/2017	Autism	<p>To increase the skill level for professional staff, and related services, and paraeducators working with learners with autism in early childhood settings, elementary, and secondary schools. These skills include:</p> <p>On-going professional development for staff:</p> <ol style="list-style-type: none"> 1. Implementation of Applied Behavioral Analysis based strategies developed by professional staff that supports growth in Common Core academics, functional skills, independent living, and social skills areas. 2. Share relevant information about learners with autism with IEP teams to facilitate problem solving, decision making, program planning and other team activities to address problem areas. 3. Engage students in learning experiences within and outside of the general education classroom. 4. Provide learning strategies to accommodate different learning preferences, ability preferences, ability levels and other learning needs of individual learners with autism. 5. Implement behavioral programs developed by professional staff for individual learners. 				Type	App.
Person Responsible		SH	S	EP	Provider	IU	No	
Superintendent and Principals		3	3	1	IU9/Pattan			

Effective researched based professional staff lead interventions appropriate for implementation by certified staff and non-certified but highly qualified Paraeducators including:

Knowledge

Implementation of Applied Behavioral Analysis based strategies, de-escalation of agitated students, School-wide Positive Behavior Support, social skills, and communication skills.

Use of well-trained highly qualified professional staff and paraeducators leads to better instruction and achievement by students with autism.

Supportive Research

For classroom teachers, school counselors and education specialists

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.

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

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

Empowers educators to work effectively with parents and community partners.

For school 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
Live Webinar

Professional Learning Communities
Offsite Conferences

Participant Roles	<p>Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>	Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring Joint planning period activities</p>	Evaluation Methods	<p>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 Participant survey Portfolio</p>

LEA Goals Addressed: #1 Establish a district system that fully ensures professional development is focused, Strategy #1: Substantial Professional Development

comprehensive and implemented with fidelity.

Start	End	Title	Description
7/1/2014	6/30/2017	Behavior Support	<p>Positive Behavior Support: District personnel will participate in School Wide Positive Behavior Support trainings offered through Seneca Highlands Intermediate Unit 9 and PaTTAN. These trainings will support our efforts to develop and implement Positive Behavior Support systems across the three tiers.</p> <p>The long term goals of these efforts include: help maintain identified students in the Least Restrictive Setting, increase staff skills in the use of behavioral data, increase the effectiveness of Positive Behavior Support Plans, and reduce the number of suspensions and reduce or eliminate the use of restraints.</p> <p>De-escalation: In order to support students with a full range of positive behavior support interventions, including prevention of challenging behaviors through the use of incident prevention, minimization and de-escalation strategies staff will be trained to provide these supports when other supports prove to be inadequate to address challenging behaviors. In order to address those needs all special education contracted employees from Seneca Highlands Intermediate Unit 9 are certified as Safety Care Specialists within their first year of employment.</p>
		<p>Person Responsible Director of Special Education/ Superintendent/ Principals</p>	<p>SH 7.0 S 4 EP 15</p> <p>Provider IU9</p> <p>Type IU</p> <p>App. No</p>

Knowledge Positive Behavior Support trainings will provide the school based team guidance on the development and implementation of School Wide Positive Behavior Support across the tiers of implementation.

Safety care trainings will provide staff with knowledge and skills to effectively prevent, minimize and de-escalate student behavioral incidents.

Research supported by OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports, has demonstrated that when implemented with fidelity School Wide Positive Behavior Support can help reduce student discipline referrals, improve student attendance, and remove various systems levels barriers to student achievement.

Supportive Research

The Safety Care core curriculum utilizes basic principles such as: prompting, differential reinforcement and behavioral momentum that have a strong research history in the applied behavior analytic literature.

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.
Empowers educators to work effectively with parents and community partners.

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

Series of Workshops
Live Webinar
Professional Learning Communities

Offsite Conferences

Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Other educational specialists Related Service Personnel</p>	Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Joint planning period activities</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of student attendance and performance data. Reduction in the number of student suspensions, restraints, and out of district placements.</p>

LEA Goals Addressed: #1 Establish a district system that fully ensures the establishment of a policy that delineates expectations for student

Strategy #1: Substantial Professional Development

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.

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

Start	End	Title	Description
7/1/2014	6/30/2017	Transition	<p>Port Alleghany Area School District is committed to provide transition planning for all students with disabilities beginning at the age of 14 or younger if recommended by the IEP team. Transition planning involves post-school outcomes in the following three areas: postsecondary education/training, employment and independent living. As part of the IEP process, post-school student outcomes are addressed and transition services and activities related to individual postsecondary goals are identified.</p> <p>Our district does coordinate with the Seneca Highlands IU9 Transition Consultant to provide Initial Transition Planning (ITP) meetings with all eight grade students receiving Special Education services. Final Transition Review (FTR) planning meetings are completed with all eleventh grade students receiving Special Education services. These planning meetings are held on an annual basis and parent participation, agency coordination, and student engagement are encouraged as part of the secondary transition process.</p> <p><u>CBVI coordinate</u></p>

The Port Allegany Area School District was part of the Effective Practices for Secondary Transition (EPST) Cohort 1 for the 2013-2014 school year. Our school district successfully completed the training and carried out the responsibilities throughout the process by working with the Seneca Highlands Intermediate Unit 9 Transition Consultant and guidance from the Pennsylvania Training and Technical Network (PaTTAN).

In order to further support high quality transition plans as part of the IEP process, successful completion of Indicator 13: Individual Checklist Review training with secondary staff will be implemented on an annual basis.

Person Responsible	SH	S	EP	Provider	Type	App.
superintendent, Principals, and Director of Special Education	1.5	3	8	IU9	IU	No

Knowledge

This training will provide staff with the prerequisite knowledge necessary to develop an effective, high-quality secondary transition program and implement meaningful data-driven Individualized Education Plans for students.

Supportive Research

The Department of Education has identified critical elements of transition planning necessary for students to have an appropriate opportunity to successfully transition to adult life after graduation.

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.
Empowers educators to work effectively with parents and community partners.

For school and district

Provides the knowledge and skills to think and plan strategically, ensuring that

administrators, and other educators seeking leadership roles:

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.

Instructs the leader in managing resources for effective results.

Department Focused Presentation

Training Format

Participant Roles	Classroom teachers Other educational specialists Related Service Personnel	Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Focused monitoring of Individualized Education Programs with feedback	Evaluation Methods	Focused monitoring of Individualized Education Programs with feedback

District Level Affirmations

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

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

Affirmed by Gary Buchsen on 11/24/2014

Board President

Affirmed by Gary Buchsen on 11/24/2014

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.

Affirmed by Gary Buchsen on 6/18/2014

Board President

Affirmed by Gary Buchsen on 6/17/2014

Chief Executive Officer