

Northern Potter SD

District Level Plan

07/01/2018 - 06/30/2021

District Profile

Demographics

745 Northern Potter Road
Ulysses, PA 16948
(814)848-7506
Superintendent: Scott Vacant
Director of Special Education: Shelly Carson

Planning Process

The Northern Potter School District has several stakeholders involved in developing its Comprehensive Plan. We have several individuals who are responsible for developing and presenting this plan. We finished our Special Education Plan and submitted it to the state for approval in May 2016. Subsequently our plan has been approved by the state.

For the remaining parts of the plan, we have been meeting periodically to develop the plan with various stakeholder groups. Our goal is to have the plan completed by late October and have the Board approve the plan at their November meeting. To accomplish this we will be meeting face to face and through email various stakeholders that comprise the district's Comprehensive Planning Team. These members consist of Teachers, Specialists, Administrators, Community/Business members, and Parents. While administrators will be responsible for submitting the information on the Comprehensive Plan, any and all information must be approved by the members of the committee.

The Northern Potter School District believes in the concept of Professional Learning Communities and values input not only from staff but from the community as well. As such, this plan will be a reflection of what our school district community feels is necessary to provide our students with a "World Class" education.

Mission Statement

The Northern Potter School District exists to provide **all** students the opportunity to achieve their highest potential.

Vision Statement

The Northern Potter School District will strive to become "World-Class" in preparing all students, using standards based curriculum, to compete successfully in a global economy.

Shared Values

We believe all children can learn.

We believe in high expectations for all students and the entire school community.

We believe in accountability.

We believe that children learn differently and their education should be geared to their unique, innate abilities.

We believe in the value of diversity.

We believe our schools should be safe and positive learning environments.

We believe in life-long learning.

We believe we must prepare all students to compete in a global community and be productive citizens.

We believe that teaching and learning cannot be done in isolation.

We believe that all students must receive a quality education by highly trained teachers and administrators.

Educational Community

The Northern Potter School District encompasses 231 square miles in Potter County. It is bordered to the east by the Northern Tioga SD, to the south by the Galeton Area School District, to the west by the Coudersport Area School District, and to the north by the New York state border. The district is rural with the main industries being farming, lumber, and recreation. In the past few years, several natural gas wells were drilled in the district and the hope is that this will bring more jobs and wealth to the district's reside

The district is comprised of two buildings located on a central campus two miles from Ulysses, PA. The Children's School houses pre-k through sixth grade. The Northern Potter Jr./Sr. High School houses grades 7 through 12. The current student enrollment is 540 students. There has been a slight but steady decrease in population in the district for many years. The district currently employs 50 professional staff, 26 support staff, and 4 administrators. The Children's School was renovated in 2006 with the addition of five classrooms, a new gym, and administration offices. The physical plant is in excellent condition with an emphasis on quality maintenanc

The district's schools failed to meet AYP in 2012. The Children's School is on Warning status and the Jr./Sr. High School is in School Improvement 1. The district, as a whole, did make AYP in 2012. NCLB is no longer in effect and thus AYP is gone. We are

beginning to implement ESSA standards and the state is developing a new evaluation tool that is fare to all districts, especially in rural areas.

The Northern Potter School District has an excellent faculty and staff with a very supportive Board of Education. The district has a reputation throughout the area as innovative in the use of Technology in the Classrooms. Several teachers and administrators have presented on the state and national levels innovative initiatives the district has undertaken. Internet in our district is "hit or miss."

Despite these obstacles, the district continues to find innovative ways to incorporate technology in the classrooms.

The district is in good financial condition but recent budget cuts at the state and federal levels have brought about reductions in staff. **Over the past ten years, the district has eliminated more than 15 teaching positions, mainly through attrition. In additon, the district staff have taken on additional duties in order to save money. The 2013-2014 General Fund Budget reflects appropriations of \$8,973,292 and revenues of \$8,777,886. This represents a shortfall of \$195,406. This shortfall is after the district raised taxes to the ACT 1 limits. Fund balance will be used to balance the budget. In 2017-18, the district estimates a slight decrease to their fund balance of under \$100,000. However, there are few places to make additional cuts and as expenses for retirement, health care, and cyber charter schools increase, the district will be using fund balance on an annual basis to make up for the shortfall in revenues.**

Planning Committee

Name	Role
Scott Graham	Administrator : Professional Education Special Education Schoolwide Plan
Nathan Jones	Administrator : Professional Education Special Education Schoolwide Plan
Michael Morgan	Administrator : Professional Education Special Education Schoolwide Plan
Megan Hoopes	Business Representative : Professional Education
Phil Vaughn	Business Representative : Professional Education
Jackie Erway	Community Representative : Professional Education Special Education
Frank Mickle	Community Representative : Professional Education
Cindy Cowburn, School counselor Grades K4-6	Ed Specialist - School Counselor : Professional Education Schoolwide Plan
Kevin Roessner	Ed Specialist - School Counselor : Professional

	Education
Lisa Baker	Elementary School Teacher - Regular Education : Professional Education
Tina Misner	Elementary School Teacher - Regular Education : Professional Education
Brittany Harold	High School Teacher - Regular Education : Professional Education Special Education
Georgia McCutcheon	High School Teacher - Regular Education : Professional Education
Deborah Hamilton	Middle School Teacher - Regular Education : Professional Education
Christina LaBarron	Middle School Teacher - Regular Education : Professional Education
Veronica Hunt	Parent : Professional Education
Angie Lewis	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

The Northern Potter Children's School, grades K-grade 6, have completed curriculum maps for English Language Arts, and Mathematics. Curriculum map editing and updating will occur during the school years covered by this Comprehensive Plan.

School Climate

- Northern Potter Children's School's "Bucket filler"

program (<http://www.bucketfillers101.com/>) was adopted in 2015. It has expanded to become the **NPCS School-Wide Positive Behavior Plan**

. Each school year since 2010, the SWPBP is reviewed and updated.

Elementary Education-Intermediate Level

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

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

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School Climate

- Northern Potter Children's School's "Bucket filler"

program (<http://www.bucketfillers101.com/>) was adopted in 2015. It has expanded to become the **NPCS**

School-Wide Positive Behavior Plan

. Each school year since 2010, the SWPBP is reviewed and updated.

Middle Level

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

Geography	Accomplished	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Developing
Alternate Academic Content Standards for Reading	Accomplished	Developing
American School Counselor Association for Students	Accomplished	Developing
English Language Proficiency	Accomplished	Developing
Interpersonal Skills	Accomplished	Developing
School Climate	Accomplished	Developing
World Language	Accomplished	Developing

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

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

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

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

Unchecked answers

None.

Middle Level

Checked answers

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

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

Unchecked answers

None.

High School Level

Checked answers

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

Unchecked answers

None.

Explanation for any standards checked:

The Northern Potter Children's School and Jr./Sr. High School are basing their language arts, math, and science curricula on the PA Common Core Standards as well as the traditional PA Academic Standards to account for the transition between the two in the next year. All other subject areas will be based on the PA Academic Standards and/or National Standards associated with each subject area. As more subjects are added to the Common Core and the Common Core becomes the focus of all curricula and subject areas, NPHS will align its curricula to these resources. The district administration strongly encouraged these revisions as the curricula had not been revised since 2007.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary	Developing

studies to be achieved by all students are identified for each subject area.	
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:

Pennsylvania has adopted common core standards in English Language Arts and Mathematics; likewise the Northern Potter Children's School K-6 ELA and Math curriculums are coming into alignment with adopted core curriculums. This process is ongoing as NPC's grades 3-6 PSSA proficiency scores since 2015 would indicate. Currently the administration and the teachers use local assessment and standardized assessment results, analyzing the data to make instructional and curriculum decisions as is warranted.

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

Pennsylvania has adopted common core standards in English Language Arts and Mathematics; likewise the Northern Potter Children's School K-6 ELA and Math curriculums are coming into alignment with adopted core curriculums. This process is ongoing as NPC's grades 3-6 PSSA proficiency scores since 2015 would indicate. Currently the administration and the teachers use local assessment and standardized assessment results, analyzing the data to make instructional and curriculum decisions as is warranted. NPC's grades K-2 utilize assessments which are not necessarily aligned to the PA common core ELA and Math standards, but are nationally recognized as excellent assessment tools. NPC will continue to use these assessments in partnership with observable classroom data in making decisions in regards to updating the K-2 curriculum and instruction in ELA and Math.

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

Processes used to ensure Accomplishment:

Pennsylvania has adopted common core standards in English Language Arts and Mathematics; likewise the Northern Potter Children's School K-6 ELA and Math curriculums are coming into alignment with adopted core curriculums. This process is ongoing as NPC's grades 3-6 PSSA proficiency scores since 2015 would indicate.

Currently the administration and the teachers use local assessment and standardized assessment results, analyzing the data to make instructional and curriculum decisions as is warranted. Likewise, local assessment will be administered a minimum of three times during the school year (Baseline- September; Winter- January; Spring- April) to determine the overall proficiency and academic growth of students in grades 3-6.

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

PA Common Core ELA and Math standards need to be addressed during daily instruction. IU9 staff has provided continuing professional development in the area of writing and differentiated instruction and will continue to do so during the 2017-2018 school year. Northern Potter also adopted new ELA and Mathematics K-6 curriculums; ELA-Scott Foresman- Reading Street (2015), and a Mathematics K-6 program-Eureka Math (2017).

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:

Northern Potter Jr./Sr. High school created a 7th & 8th grade middle school to start the 2015-2016 school year. A key component of the middle school is standards based grading.

Our middle school adopted the New PA Common Core and implemented the grading philosophy of grading students based on the level of mastery for each Standard. Standards and eligible content is an integral part of our grading software. Teachers, students, and parents know exactly what students were graded on, and how they achieved the grade by showing growth over a period of time. Teachers use common planning align instructions with the curriculum and assessments.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Modification and Accommodations

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

The Northern Potter School District's philosophy that every child can learn is evidenced in its inclusion model. Every attempt is made to provide students with the support that they need to be successful in learning.

Classroom teachers use strategies to differentiate instruction and assess the learning of all students throughout the school year. A co-teaching model is used in which learning support teachers are paired with classroom teachers to 1.) facilitate effective instruction for all students, and 2.) provide guaranteed supports for students with individualized education plans (IEPs).

Instruction

Instructional Strategies

Checked Answers

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

*Regular Lesson Plan Review**Checked Answers*

- Administrators
- Building Supervisors
- Instructional Coaches

Unchecked Answers

- Department Supervisors
- Not Reviewed

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

NEEDS EDITING

Every teacher in the Northern Potter School District teaching is observed by building administrators and the district superintendent. Formal observations will be conducted with 25% of the teaching staff in each of the next four years using the adopted PDE Teacher Effectiveness Tool. The remaining teachers will be evaluated utilizing the Northern Potter School District's Differentiated Supervision Plan. A main focus of these observations is to evaluate instructional strategies and methods of instruction that lead to student success. A four-year cycle has been approved by the Northern Potter School Board, so that 100% of the Northern Potter faculty will be formally observed over the next 4 years in accordance with PDE Teacher Effectiveness initiative. Each year, for the next four years, 75% of the Northern Potter School District faculty will be evaluated using the approved Differentiated Supervision Plan.

The NPSD-DSP next 4 year "cycle" will be in effect to begin the 2017-2018 school year.

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

The Northern Potter School district is a small rural school district. We do not have department supervisors in either of our two school buildings.

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

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

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

This narrative is empty.

Recruitment

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

Recent budget concerns and declining school enrollment have forced the Northern Potter School District to eliminate certain positions at both NP Children's and Jr/Sr High School. Despite this, recent hires have gone through an extensive interview process to be sure that they are highly qualified and capable of providing all students with good instruction. The NP K-6 schedule allows for a 30-45 minute intervention block that is covered by a collaborative approach among the classroom teachers, two K-6 learning support teachers, and four paraprofessionals. Students in need of additional instructional support in the junior-senior high school are provided intervention by classroom teachers, three learning support teachers, and one paraprofessional, using tutorial sessions scheduled by teachers within the traditional schedule and/or during, before, and after-school sessions.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	26.00	26.00	26.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	6.00	6.00	6.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and

Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

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

Unchecked answers

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

independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA, Reading and Math		X	X	
PASA, with identified Life Skills students	X	X	X	X
PSSA, Science		X	X	
Teacher made chapter, unit, mid-year, end-of-year tests based on PA Core Standards, K-6	X	X	X	X
Keystone Exams				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Curriculum Diagnostic Tools (CDT) Reading- Grades 3-6		X		
Curriculum Diagnostic Tools (CDT), Math- Grades 3-6		X		
Group Reading Assessment and Diagnostic Evaluation (GRADE), K-2	X			
Group Mathematics Assessment and Diagnostic Evaluation (GMADE), K-2	X			
Teacher made chapter, unit, mid-year, end-of-year tests based on PA Common Core Standards, K-6	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Informal Reading Inventories, Grades K-6	X	X	X	
Teacher made chapter, unit, mid-year, end-of-year tests based on PA Common Core Standards, K-6	X	X	X	X
Assessment and Learning in Knowledge Spaces (ALEKS)			X	X
Teacher made formative assessments in K-6 vocabulary, writing, comprehension, social studies, science, and mathematics				

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Group Reading Assessment and Diagnostic Evaluation (GRADE), K-2	X	X		
GMADE (Group Mathematics Assessment and Diagnostic Evaluation), K-2		X		
Informal Reading Inventories, Grades K-6	X	X		
PSSA Reading, Math, and Science grades 3-8		X	X	
Teacher made chapter, unit, mid-year, end-of-year tests based on PA Core Standards, K-6	X	X	X	X
CDT Tests in Reading, Writing, and Mathematics, grades 3-6		X	X	X
Assessment and Learning in Knowledge Spaces (ALEKS)			X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

A team of teachers, the building level principal, and guidance counselor review PSSA, Keystone, and PVAAS data annually to determine the effectiveness of the established reading, math, and science curricula. Data analysis meetings are set up with each grade level span in the elementary school (K-1, 2-3, 4-5-6) and departmental teams at least three times a year. The building principals distribute student assessment data (GRADE, GMADE, and CDTs) to the teachers so that a review of student performance and curriculum can take place. Recommendations from these data analysis meetings are shared with the principal and are put in place as soon as is feasibly possible. Benchmark assessment data is sent home three times to parents at the end of the first and second marking periods and over the summer (PSSA/Keystone Parent reports); Fall (benchmark assessments), Winter, (benchmark assessments). Benchmark assessment results are shared during parent teacher conferences held in mid-fall, and mid-winter. Principals and school counselors are available during summer hours to review PSSA and Keystone results with parents who receive these reports over the summer.

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.

This narrative is empty.

Collection and Dissemination

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

Benchmark assessment data is collected and disseminated to LEA leaders and grade level and departmental teachers at least 4 times a year.

All spring PSSA, Keystone, and local benchmark data for students tested in grades K-6 and 7-12 is shared with teachers when they return to work in the fall. Likewise, benchmark assessment data for all K-6 and 7-12 students is disseminated and reviewed by grade level and departmental teachers in mid-fall, mid-winter, and spring.

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.

Through analyzing data provided from various assessments, teachers are able to identify students who are not meeting standard levels of achievement as well as the exact skills in which students are underperforming. Teachers can then match individual students with the specific instruction they need to improve skills in the subject areas.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Grade level and departmental teams analyze student data and help determine successful strategies being implemented school-wide. Many times in the elementary school, a 30 minute differentiated intervention period is used to work with students testing in the basic or below basic ranges. Enrichment activities are also incorporated during the intervention period for students working in the proficient ranges. In the high school, students receive the individualized instruction they need to increase performance in their regular classes, during academic development (study hall) periods, and/or during individualized tutoring sessions that occur outside of the daily schedule.

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

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related	X	X	X	X

Websites				
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				

Provide brief explanation of the process for incorporating selected strategies.

Northern Potter does a commendable job with sharing assessment results with the community in the ways identified. These are the ways that naturally fit the environment as well as the circumstances of a small, rural community.

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

Course planning guides, local media reports, press releases, and the student handbook are all areas that need to be addressed. The planning guides and the student handbooks are areas that can be addressed by simply creating and/or modifying current district documents to include appropriate content. Being that Northern Potter is in a rural area, media coverage is limited; however, the schools can make more of an attempt to provide the local media with opportunities to distribute appropriate information.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The Northern Potter School District's schools are continuously monitoring student achievement and using professional development opportunities and curriculum development activities to address deficiencies in our "struggling schools." The district will continue to offer a wide variety of opportunities, both academic and extra curricular to help address the needs of individual/groups of students in an effort to become "world class."

Programs, Strategies and Actions

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

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

The Northern Potter School District is a small, very rural school district. With that said, the district also provides a hub of activity. Unfortunately the rural location does not have access to many outside agencies, colleges and universities, and local businesses, so it must depend on its own resources and personnel. Both building principals, deans of students, the elementary and high school counselors, a full-time technology director, a county sponsored Human Services intensive case manager based in the high school, one school nurse, and the members represented on various committees, like the NPSD Safety Committee, building leadership teams, elementary and high school SAP teams, wear many "hats" that cover many bases to ensure the safety and well being of students attending the NPSD.

Screening, Evaluating and Programming for Gifted Students

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

Clearly parents and teachers provide the first level of evidence of identifying gifted students. Another process of identifying gifted students involves analyzing student assessment data. Students testing in the "Advanced" levels using local assessment measures such as GRADE, GMADE, CDTs, and state PSSA assessments and Keystone exams are also possible gifted candidates. Students who have been identified will go through the evaluation process and a team of teachers, building principals, guidance counselors, and parents will render a final decision concerning a gifted program.

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

Clearly parents and teachers provide the first level of evidence of identifying gifted students. Another process of identifying gifted students involves analyzing student assessment data. Students testing in the "Advanced" levels using local assessment measures such as GRADE, GMADE, CDTs, and state PSSA assessments and Keystone exams are also possible gifted candidates. Students who have been identified will go through the evaluation process and a team of teachers, building principals, guidance counselors, and parents will render a final decision concerning a gifted program.

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

Our district utilizes a multi-faceted approach to determine eligibility for the gifted program. This includes: grades, teacher observations and feedback of student work, parent input, and school psychologist testing.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

Students that "test out" or attain a certain benchmark are provided the opportunity to "accelerate" their learning through a blended program. Students can opt to enroll in Blended School and/or dual credit opportunities. In some cases an "individualized" learning plan is adopted and modified to account for a student's "gifted" or "advanced" status as it relates to their academic standing in a certain subject(s) area(s).

Developmental Services

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

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

As a rural educational entity the district does an excellent job coordinating services with local and county agencies. There is a direct line of communication with the local emergency management teams, the area ministerium, the Potter County Commisioners, and Seneca Highlands IU9.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Professional learning teams (PLT) have been established in the Northern Potter School District. Teams of teachers meet frequently to discuss students' needs and to plan instruction and processes to meet those needs. In both buildings, the learning support teachers and paraprofessional staff meet formally and informally with classroom teachers to plan instruction,

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

Seneca highlands IU 9 operates an early intervention program for preschool children ages 3-5 living in the Northern Potter School District. Students are transported to the early intervention program in a neighboring school district, Coudersport, PA which is located about 15 miles outside of the Northern Potter School District. In February of each year, the IU 9 early intervention supervisor contacts the Northern Potter Children's School principal to set up transition meetings for students eligible for the K4 or K5 program hosted at Northern Potter.

Students are bussed to a few of the local day care providers and to Boy Scouts, and to another after-school program one day a week at a local church. Because of our rural location, three local community libraries provide after school and summer school reading programs. A local Girl Scout troop holds their meetings in a classroom in the school one day a week.

Extra curricular music and sports activities such as practices, games, and performances are also held on site at either the NP Children's School or NP Junior-Senior High School.

Preschool Agency Coordination

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

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

1. Seneca highlands IU 9 operates an early intervention program for preschool children ages 3-5 living in the Northern Potter School District. Students are transported to the program located in a neighboring school district, Coudersport, PA which is located about 15 miles outside of the Northern Potter School District. In February of each year, the IU 9 early intervention supervisor contacts the Northern Potter Children's School principal to set up transition meetings for students eligible for the K4 or K5 program hosted at Northern Potter.

2. Northern Potter operates a full-day K4 (2 classrooms) and K5 (2 classrooms) program. Both programs are housed in the Northern Potter Children's School. A Head Start program does not exist at the current time due to lack of participation. One factor that prohibits attendance is the rural location of the Head Start center and the transportation needs of the individuals who would most benefit from the program.

3. Seneca highlands IU 9 operates an early intervention program for preschool children ages 3-5 living in the Northern Potter School District. Students are transported to the program located in a neighboring school district, Coudersport, PA which is located about 15 miles outside of the Northern Potter School District. In February of each year, the IU 9 early intervention supervisor contacts the Northern Potter Children's School principal to set up transition meetings for students eligible for the K4 or K5 program hosted at Northern Potter.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
--	--------

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

Provide explanation for processes used to ensure Accomplishment.

K-6 math and reading materials and curriculum maps support the PA Common Core Standards. Materials can be differentiated which allows teachers to teach at a level that students can understand.

SMART Boards and computers in every classroom and a wireless internet infrastructure allow teachers and students access to the most up-to-date information available to them on the web.

Grades 2-6 have a greater than 1:1 ratio of technology for students.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

K-6 math and reading materials and curriculum maps support the PA Common Core Standards. Materials can be differentiated which allows teachers to teach at a level that students can understand.

SMARTBOARDS and computers in every classroom and a wireless internet infrastructure allow teachers and students access to the most up-to-date information available to them on the web.

Grades 2-6 have a greater than 1:1 ratio of technology for students.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

A variety of resources and materials exists at the middle school level in each subject area to support the curriculum. They range from traditional resources like textbooks and workbooks to more modern technological resources like computers and the Internet. This variety allows teachers to choose the best resources to teach concepts as well as provides the infrastructure to differentiate instruction.

All students in grades 7 and 8 are ensured access to mobile learning devices through the district or as part of our "bring your own device" policy.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

A variety of resources and materials exists at the high school level in each subject area to support the curriculum. They range from traditional resources like textbooks and workbooks to more modern technological resources like computers and the Internet. This variety allows teachers to choose the best resources to teach concepts as well as provides the infrastructure to differentiate instruction.

All students in grades 9 through 12 are ensured access to mobile learning devices through the district or as part of our "bring your own device" policy.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

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

Further explanation for columns selected "

Northern Potter Children's School early childhood curriculum (K-3) does not include references to Economics, and Family and Consumer Sciences. Lessons relating to these two areas are incorporated into reading, math, social studies, and health, but teachers do not necessarily utilize SAS materials and resources. At the current time Northern Potter has one student in need of ESL services. However, some components of ESL instruction, especially in the area of language processing and comprehension are of some value to students in need of speech and language support.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

Northern Potter Children's School elementary curriculum in grades 4-6 includes few references to Economics, and Family and Consumer Sciences. Lessons relating to these two areas are incorporated into reading, math, social studies, and health, but teachers do not necessarily utilize SAS materials and resources. At the current time Northern Potter has one student in need of ESL services. However, some components of ESL instruction, especially in the area of language processing and comprehension are of some value to students in need of speech and language support.

Middle Level

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

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

Further explanation for columns selected "

At the current time Northern Potter has one student in need of ESL services. However, some components of ESL instruction, especially in the area of language processing and comprehension are of some value to students in need of speech and language support.

In addition, our Family Consumer Science program was cut due to lack of funding.

High School Level

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

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

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

Further explanation for columns selected "

At the current time Northern Potter has one student in need of ESL services. However, some components of ESL instruction, especially in the area of language processing and comprehension are of some value to students in need of speech and language support.

?In addition, our Family Consumer Science program was cut due to lack of funding.

Early Warning System

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

Yes, we are interested in the PA EWS/IC for our district, and would like more information regarding the process.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to	X	X	X	X

interventions for gifted students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	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 Northern Potter School District has been proactive in providing opportunities for teachers, counselors, specialists and administrators to attend professional development trainings that will enhance their abilities to help students achieve to their maximum potential. We believe that not only should students learning be individualized and differentiated based on their abilities, but staff must also be encouraged to participate in professional development opportunities specifically related to their grade/subject area or to their individual needs. We encourage staff to attend professional development activities that they feel will help them with the district's overall mission, student achievement.

Many of our staff have not only attended local or district offered professional development but also trainings at the state and national levels as well. We ask staff that have had these wonderful learning opportunities to share the information they have learned with their colleagues. Several of our teachers have been asked to present at local, state and national conferences as well.

The district's staff and employees have completed the requirements for Act 126. New employees, upon being hired, will complete the Act 126 requirements within their first year of employment.

The district's staff and employees have started training under Act 71 and will complete the training within the timelines stated in the act.

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

This narrative is empty.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
10/8/2012 Most of Staff Attended This Training.
10/13/2013 All Staff Not Trained Received Training Upon Employment.
8/22/2017 All Staff who received Training in 2012 received training again in 2017.
The LEA plans to conduct the required training on approximately:
12/31/2017 All Staff Will Receive 4 Hours of Training by the implementation date.

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

Questions
The LEA has conducted the training on:
10/12/2015 Middle/High School Complete 2 Hours.
10/10/2016 Middle/High School Complete 4 Hours. Elementary Complete 2 Hours
1/13/2017 All Staff Will Receive 4 Hours of Training by the implementation date.
The LEA plans to conduct the training on approximately:
10/12/2020 All Staff Will Receive 4 Hours of Training by the implementation date.

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

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

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

Unchecked answers

- 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.

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

The district believes strongly that teacher isolation is ineffective and does not promote student growth and achievement. Seven years ago, the district began the process of implementing Professional Learning Communities in both schools within the district. Part of this process is determining what types of Professional development is needed to help students achieve. While we are not where we ultimately want to be with this process, establishing PLC's and promoting a culture of collaboration is helping the district head in the "right direction." In addition, in 2015 common planning was incorporated in our Middle School within High School model. The Middle School's philosophy is to use Mass Customized Learning (MCL) to individualize students' programs of instruction. In grades K-6 common planning has been the norm since 2010. We continue to strive for common planning times for all teachers in the district.

While we by no means have mastered all of the strategies ensuring fidelity in the process of selecting/developing an effective professional development model, we are improving every year with this process. Staff ownership in this process is paramount to having a successful program.

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

As part of this process, the district needs to continue to improve in holding all staff accountable to evaluate professional development opportunities they participate in and obtain information that will be vital in planning and developing future professional development activities.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will be an active member of Professional Learning Communities with the school and district.

Unchecked answers

None.

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

Each new teacher will be assigned a mentor. The mentor and inductee receive a packet outlining the requirements of the district's Teacher Induction Plan. Included in the plan is a monthly schedule to be used as a guide to become familiar with the district as well as specific topics, procedures, best practices, etc.. that the Inductee must complete with the Mentor. Although we do not have a diverse student population, we have students with many different needs and challenges. Part of the Induction Plan is to address any concerns the Inductee/Mentor may have.

Because we are a small district many teachers will be working with the inductee to ensure they meeting the needs of their students and becoming comfortable with school/district initiatives. policies, etc..

Additionally, each nine weeks, the Inductee will complete a needs assessment to see what if any assistance they may need to be successful.

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

Not applicable.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Knowledge of successful research-based instructional models.

Unchecked answers

- Inductee survey (local, intermediate units and national level).
- Submission of inductee portfolio.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

In order for a new teacher to be successful, they must be observed many times and be provided meaningful feedback. In addition, the new teacher should observe their mentor and other teachers who exemplify excellent teaching. Data analysis is key for any teacher to help differentiate instruction. All teachers in the district are provided additional resources, trainings, etc.. to help them become effective classroom teachers. In addition, inductees do a quarterly needs assessment to address any needs/concerns they may have.

While we do not require inductees to complete a portfolio, it did become necessary to collect evidence as the new teacher evaluation tool became effective in the 2013-14 school year. Portfolios broken down by domains are very helpful in documenting evidence and the district's administration continues to suggest all teachers keep a portfolio.

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

Portfolios were addressed with the advent of the new teacher evaluation tool. While the district does not do a survey for inductees, a needs assessment is completed quarterly during a teacher's first year as part of the Induction Plan. Typically, if a teacher new to our district has completed an induction plan in another district, we do not require an additional induction plan. However, the district may obtain a mentor to work with the new teacher after evaluating their performance and looking at the new teacher's needs to become an effective educator.

In the Fall of 2013, Board of Education approved the administration's recommendations on revising and updating the teacher induction process.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors must possess excellent organizational skills and be willing to meet with their inductee outside the school day.

Unchecked answers

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

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

A mentor must be an educator who is an outstanding educator. Northern Potter is a small district. The administration makes every effort to match up teachers based on free periods and certifications. Sometimes that is not possible. When choosing a mentor, the administration looks for educators who model excellent teaching, believe and emulate life-long learning, are up to date on the latest research and best practices in teaching and learning, and they must be familiar with district policies, resources, and procedures.

A mentor must work well with colleagues, students, parents, and the community. Mentors must be excellent communicators and listeners. A mentor must be able to be proactive instead of reactive. They must be able to be honest with the new teacher and provide constructive criticism along with ways the new teacher can improve and model those behaviors/traits. Mentors must have excellent organizational skills and be flexible. They should be "change agents" and have a positive attitude.

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

It is not always possible to match a mentor with a new teacher and have a common schedule/planning period. With that said, the district will make every effort to give the mentor/inductee time to collaborate, meet, and observe each other.

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.

All topics(Listed above) should be introduced to the mentee at the beginning of the school year in August. These topics should be periodically addressed throughout the year between the mentor/mentee. Mentees will complete a needs assessment every nine weeks to determine what areas they still need to focus on or review with their mentors.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

When a new teacher is hired that has yet to go through the induction process in Pennsylvania, they are assigned a mentor by the district. The Northern Potter School District has a Teacher Induction Plan packet that is given to mentors and mentees(inductees) when they begin employment in the district. The expectations are as follows:

The mentee will complete a needs assessment each nine weeks with their mentor to determine what areas they still need help/assistance with. In addition, the mentor/mentee are expected to meet at least weekly throughout the school year. As part of these weekly meetings, the district has a guide as to some of the topics that need to be addressed. These topics include: Code of Professional Practices and Conduct for Educators, Assessments, Best Instructional Practices, Safe and Supportive Schools, Standards, Curriculum, Instruction, Accommodations and Adaptations for Diverse Learners, Data Informed Decision Making, and

Materials and Resources for Instruction.

In addition, the following areas should be addressed:

August/September: Mentee Observes Mentor with Focus on Classroom Management, Communicating with Parents, Lesson and Unit Planning, Organization and Time Management, and School/District Policies/Procedures.

October: Mentor Observes Mentee with Focus on Classroom Management Skills

November/December: Mentor Observes Mentee with Focus on Engaging Students in Learning

January-March: Mentee observes Mentor with Focus on Assessing Student Learning Using Multiple Assessments.

Mentor observes mentee with Focus on Questioning Techniques

April-May: Mentor observes Mentee with Focus on Instruction/Student Growth

These are minimum guidelines for the mentor and mentee and by no means restrict them to focus on other topics in addition to the ones stated above.

Additionally, the mentor and mentee sign a Mid-Year Review and End-of-Year Review sheet stating that they have followed the minimum guidelines set forth in the district's Induction Plan and that they have met with the building principal to discuss any items of concern on an on-going basis. Once the End-of-Year Review has been signed, the mentor will forward to the building principal for review. Once they have reviewed, the building principal submits to the superintendent.

Recording Process

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

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

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **105**

Identification Method

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

The Northern Potter School District continues to use the Discrepancy Model to identify students who have a specific learning disability.

At the elementary level, students are screened through a universal screening process which includes: DIBELS, G-MADE, CDTs, progress monitoring, and classroom assessments.

According to these assessments, students who are in need of more targeted interventions are given the necessary supports. Progress is monitored and the data is analyzed. If the student continues to demonstrate limited progress, a teacher or parent may refer the case for a comprehensive evaluation. The intervention data become part of the special education eligibility determination process.

Once a referral is received, the school conducts a formal evaluation of the student. In the case of a suspected learning disability, the evaluation may include assessments of intellectual ability, academic achievement, and emotional and social functioning. Parent input is obtained at the beginning of the evaluation process to be sure that all parental concerns are addressed through the evaluation. A classroom observation is also done at the beginning of the evaluation process, prior to formal testing. Information from the child is obtained through an informal interview throughout the testing sessions to gain insight into the child's perspective of the potential learning difficulties. Information is also gathered to review the inclusionary and exclusionary considerations. The inclusionary considerations are: failure to meet age/grade level state standards in one of the eight areas, and if the student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability, achievement, or relative age or grade. The exclusionary considerations are: rule out environmental issues, limited English proficiency, and lack of appropriate instruction.

The above information is then discussed by the Multi-disciplinary Evaluation Team and put into the Evaluation Report. A Multi-disciplinary Evaluation Team meeting is held and the determination of a specific learning disability is made based on the collected data and information. Recommendations are discussed and team members sign the Evaluation Report signature page indicating whether they agree or disagree with the team findings. At the junior-senior high level, teachers or parents may request an evaluation if a student is making limited progress in the curriculum. Once a referral is received, the process is the same as reported above.

A parent can request an evaluation at any time. The school district will follow Chapter 14 guidelines when considering a parent request for an evaluation.

Enrollment

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

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

The Northern Potter School District does not have any significant disproportionalities in the number of special education students in the district.

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 there are no 1306 students within the Northern Potter School District. Should this change during the time frame of this plan we will work with the facility as well as the home district to provide an appropriate education.

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).

At this time there are no facilities within the Northern Potter School District.

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.

Least Restrictive Environment

Northern Potter Area SD

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?

Northern Potter Area SD

emphasizes IEP team decision making in determining the appropriate educational placements for students with disabilities. IEP teams determine the LRE based on students' needs.

Additionally, regarding Specific Learning Disabilities' Students, the district is committed to offering FAPE and LRE to all students. In the case of LS students, it is IEP team practice to place students in regular education classes with their non-disabled peers rather than pull them out for a special education class in a given subject area. To ensure student success, LS students are often given an additional time period during the day to receive additional instruction/help to ensure they are receiving academic support. This could be individually, small group, or whole class instruction, depending on the student's individual needs.

Currently Northern Potter Area SD

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 within their LRE. Additional training will be determined and scheduled based on results of an annual survey and discussions with administrative staff to be held on established in-service days or other specified dates

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).

2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

Behavior Support Services

Positive Behavior Support:

Our district is committed to providing a free appropriate public education to all students in the least restrictive environment. In pursuit of that goal the district has established a Positive Behavior Support Policy. This policy defines positive behavior support and that individual positive behavior support plans shall be developed as part of the IEP team process and that such plans will be based on positive rather than negative techniques. Our school board's Positive Behavior Support policy also defines aversive techniques and establishes which techniques will not be used. In addition the policy establishes what a physical restraint is and prohibits the use of prone restraints. The board has also, established when restraints can be used, or included in an eligible student's IEP.

Our district staff works together to ensure appropriate levels of behavior support and mental health services are available for all students. At the elementary level each grade level team has developed a positive behavior ticket system plan that was submitted to the principal for approval prior to implementation. These grade level positive ticket systems acknowledge appropriate behaviors and are based on school wide expectations. At the elementary school individual students may receive extra support from a team of teachers and the school counselor. This extra support may take the form of individualized support plans prior to referral to special education and always include parental support and participation. At both the elementary and high school the school counselors provide brief counseling and mediation support on an as needed basis to students. Furthermore, both of our guidance counselors, assist students and administration with day to day referrals for behavioral and mental health issues and assist with implementation the Student Assistance Program.

Our district also contracts through Dickinson Behavioral Health Services to provide Intensive Case Management services to our students. The Intensive Case Manager helps with attendance and truancy issues, helps maintain and support contact and dialog between school and home, supports contacts between administration and Potter County Children and Youth Services, helps with Childline reporting issues, assists with short term counseling, helps children process discipline events, assists with home visits as needed. School Psychology services are provided through contract with the local IU. Within our district the school psychologist assists with individual counseling as determined by the IEP team and provides behavioral consultations on an as needed basis. Our school psychologist also is the lead staff member responsible for facilitation of Functional Behavior Assessments (FBA).

De-escalation techniques:

All special education contracted employees from the Intermediate Unit are certified as

Safety Care specialists within the first year of their employment. The district has recognized the need to extend this training to identified district staff members. The Safety Care training curriculum incorporates specific prevention and de-escalation strategies that can be applied to many situations. As needed these prevention and de-escalation strategies can be incorporated into students' Individualized Education Plans and Positive Behavior Support Plans.

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.

Child and Adolescent Service System Program (CASSP) is a program that coordinates and facilitates mental health services for children and adolescents. The team consists of:

Mental Health/Intellectual Disability Programs, Juvenile Probation Office, Intermediate Unit #9, Children and Youth Services, Beacon Light Behavioral Health Systems, Dickinson Center, Cen-Clear Behavioral Health Services, Community Care Behavioral Health, and appropriate school districts.

Our school district does coordinate with the local CASSP team members and has outlined an appropriate referral process with the county mental health/Intellectual Disability Programs CASSP coordinators. Within this process our district does attend CASSP meetings for our students and provide current information for the CASSP team to recommend appropriate program services and supports.

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.

ASSISTIVE TECHNOLOGY

The consideration of assistive technology for a student's access to the general education curriculum or to help make progress toward attaining their IEP goals is discussed at each IEP meeting. When it is determined that the Team needs more information or if they are uncertain if a student needs AT, or how AT may benefit the student, they may obtain consultation from the Seneca Highlands Unit Nine Assistive Technology Trainer and

Consultant (TaC).

Training and Consultation services include AT assessment for curricular tasks, staff/parent/student training for implementing AT supports ranging from no/low, mid, to high, consultation with PaTTAN Assistive Technology Consultants, AT resources accessible on IU9's website, guidance for procurement of short-term loan of equipment via the PaTTAN Short Term Lending Library and Pennsylvania's Initiative on Assistive Technology (PIAT), training in the use of Bookshare.org (online resource for students with print disabilities).

Professional development for staff:

Bookshare.org implementation--Whole group or individual presentation lasting 1-2 hours

Trainings--"Assistive Technology in the IEP and the Classroom" includes group or district whole group presentation lasting 1-2 hours: "No/Low Tech AT Strategies and Supports for the General Education Classroom" includes group and district whole group presentations lasting 1-2 hours

PARENT SUPPORT

The Parent Support Network at IU9 works to support the needs of children with disabilities ages 3 to 21 and their families by linking families with other families and professionals in a supportive environment, and sharing current information on available resources.

The IU9 Trainer and Consultant (TaC) for Parent Support can provide PaTTAN publications for parents to support them in educational decision making for their child and provide assistance for accessing trainings, and videos available on PaTTAN's website which assist in learning about specific disabilities and educational initiatives. Information about organizations and agencies supporting parents at the local level can also be provided.

Parent workshops and strategies to enhance parent involvement can be provided by the IU9 TaC at the request of the school district LEA.

Parent workshops have been, and can be, conducted for the topics of autism, positive behavior supports, inclusive practices, homework/study/learning strategies, transition planning, the Special Education process/parent rights, assistive technology, other special education initiatives. Parent workshops can be provided during school and evening hours.

LEAST RESTRICTIVE ENVIRONMENT

The school district's commitment to least restrictive environment (LRE) for each student is to ensure IEP teams begin with the general education setting, with the use of Supplementary Aids and Services, before considering a more restrictive environment. The Least Restrictive Environment (LRE) for a student depends upon the IEP team's determination of what is appropriate for the student to access the general education curriculum and other natural environments.

Ongoing professional development opportunities for staff include consultations and trainings on Supplementary Aids and Services Toolkit, co-teaching, Universal Design for Learning (UDL), accommodations v. modifications

Additional trainings will be scheduled to meet any identified needs using IU9 Tac or PaTTAN staff. Evidence of implementation includes agendas, sign-in sheets, and lesson plans reflecting the inclusive practices for students with special needs.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Austin Elementary/Junior Senior High School	Neighboring School Districts	Secondary Emotional Support	2
Intensive Outpatient Program	Other	Emotional Support	3

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2016

Reason for the proposed change: This class has fewer students who need more intensive instructional support.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 12	7	0.75
Justification: This teacher services student's in grades K-6.				
Locations:				
Northern Potter Children's School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	3	0.25
Justification: This teacher services student's in grades K-6.				
Locations:				
Northern Potter Children's School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: July 1, 2016

Reason for the proposed change: All students are classified as itinerant at the high school

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	9	0.5
Locations:				
Northern Potter High School	A Middle School Building	A building in which General Education programs are operated		

Program Position #3*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: July 1, 2016**Reason for the proposed change: Change in caseload numbers.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	9	1
Locations:				
Northern Potter High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #4*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: July 1, 2016**Reason for the proposed change: Change in Caseload numbers.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	14	1
Locations:				
Northern Potter High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #5*Operator: Intermediate Unit***PROGRAM DETAILS***Type: Class**Implementation Date: July 1, 2016**Reason for the proposed change: The age range and number of students seen by the speech therapist has changed since the last plan.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	35	0.88
Justification: Students are instructed individually or in small groups within the accepted age range.				
Locations:				
Northern Potter Children's School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2016*Reason for the proposed change:* The age range and number of students served by the speech therapist has changed since the last plan.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 17	5	0.12
Justification: Students are instructed individually or in small groups within the accepted age range.				
Locations:				
Northern Potter High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	2	0.67
Locations:				
Northern Potter Children's School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 8	1	0.33
Locations:				
Northern Potter Children's School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	13 to 17	8	1
Locations:				
Northern Potter High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* Intermediate Unit

PROGRAM DETAILS*Type: Position**Implementation Date: July 1, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 8	1	1
Locations:				
Northern Potter Children's School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	6	0.5
Locations:				
Northern Potter Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	8	1
Locations:				
Northern Potter Children's School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12*Operator: School District***PROGRAM DETAILS***Type: ClassandPosition**Implementation Date: July 1, 2016***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	15	1
Locations:				
Northern Potter Childrens School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
N/A (We contract our services with IU 9-Please see section under contracted services)	See above	0

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	1 Hours
Physical Therapy	Intermediate Unit	1 Hours
School Psychologist	Intermediate Unit	1 Days
Special Education Supervisor	Intermediate Unit	1 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

Overall, we believe that many of the initiatives we have undertaken are beginning to show signs of helping student achievement. In our 2013 PSSA data, we saw scores at the elementary level basically remain stationary. Considering this was the first year that the PSSA-M test was not given to students who have learning disabilities and these students were required to take the regular PSSA test is a positive sign.

At the high school, we saw significant improvement in math and reading scores at the 7th and 8th grade level. In addition, student growth, which has been in the negative, was positive in grade 8. We believe that incorporating PLN/Formative Assessment strategies across the district, teacher collaboration, Professional Learning Communities, and common language being spoken amongst the staff on best practices has had a positive impact on our student scores on state assessments.

As we begin the transition to PA Core standards and the assessments that go along with them, we will need to assess how our revised curricula and data analysis impact student learning. We also need to continue monitoring attendance/drop out rates and look at trends/reasons for poor attendance/dropouts and develop ways to improve in those areas. Getting parents more involved, especially at the secondary level continues to be an issue that we are addressing and attempting to improve as well.

District Accomplishments

Accomplishment #1:

The Northern Potter School District has continued to make AYP for several consecutive years.

Additionally, the district is recognized regionally as a leader in technology integration. Many of our teachers have been asked to present at local, state, national, and international conferences. In addition, our students have been selected to present at the PSBA State Conference in Hershey. Since 2013 several of our students and teachers have presented at the Education Showcase in Hershey, PA.

Northern Potter Children's School recently received state recognition for their 4th grade science scores. Northern Potter High School was recognized by the state for their inclusionary programs for

special education students. The high school was recognized by the state for their SAP (Student Assistance Program).

Northern Potter School District has collaborated with other Potter County School Districts, McKean County School Districts, the Potter County Education Council, and Charles Cole Memorial Hospital to bring several state and federal grants to our school district. In the past several years, the consortium has received in excess of \$1,000,000 in grant programs. Northern Potter School District oversaw a county-wide Carol M. White Physical Fitness grant that ran from 2009-2013. This grant alone brought in approximately \$500,000 to enhance our physical education/wellness initiatives.

District Concerns

Concern #1:

The Northern Potter School District's number one priority and thus number one concern is student achievement. While we have had success at both the elementary and high school regarding state assessment scores, there are several areas that we feel need improved. They are:

Writing at the 5th grade level (Did exhibit growth on PVAAS in 2013)

Reading and Math across the district, especially on the Algebra 1 Keystone Exam

The Biology scores on the Keystone Exam

The Literature scores on the Keystone Exam

Graduation rates at the high school

Student academic growth, especially at the secondary level

Concern #2:

The district data on student academic growth has been mixed at best. Another concern we have is that all students show academic growth regardless of their ability. We have instituted some initiatives (PLN training, Formative Assessment Training, Professional Learning Communities) and have seen some positive results in student growth, especially in grades 3-6 in all tested subjects, 7th grade reading and 8th grade in all tested subjects. Our goal is to continue to strive for all students to exhibit growth every year regardless of their abilities.

Concern #3:

While the district has met AYP requirements regarding student attendance at the elementary school and graduation rates at the high school, these are still areas we feel are concerns and feel improvement in both areas are necessary. We believe by engaging students and parents more, providing hybrid models of educating students (blending online with traditional), creating safety nets for students who are having academic/behavior problems, using research-based/best practices in instruction, and collaborating with colleagues that we will see improvement in these areas in the future.

Concern #4:

The continued lack of state and federal funding is a serious problem across the state and country.

The Northern Potter School District is not immune from these financial issues. It is estimated that the district has between 5-7 years of fund balance left before it runs out of reserves unless something is done to help our district financially. As a district, we have been diligent in our ability to cut costs while still providing a quality education. We have eliminated approximately 15 teaching positions, mainly through attrition, over the past 10 years. The cost of cyberschools, employee retirement costs, health insurance increases, and special education are the main factors causing economic hardship to our district in addition to the many unfunded mandates that continue to be required by the state and federal governments.

Concern #5:

- The Northern Potter School District's number one priority and thus number one concern is student achievement. While we have had success at both the elementary and high school regarding state assessment scores, there are several areas that we feel need improved. They are:

Writing at the 5th grade level (Did exhibit growth on PVAAS in 2013)

Reading and Math across the district, especially on the Algebra 1 Keystone Exam

The Biology scores on the Keystone Exam

The Literature scores on the Keystone Exam

Graduation rates at the high school

Student academic growth, especially at the secondary level

- The district data on student academic growth has been mixed at best. Another concern we have is that all students show academic growth regardless of their ability. We have instituted some initiatives (PLN training, Formative Assessment Training, Professional Learning Communities) and have seen some positive results in student growth, especially in grades 3-6 in all tested subjects, 7th

grade reading and 8th grade in all tested subjects. Our goal is to continue to strive for all students to exhibit growth every year regardless of their abilities.

- While the district has met AYP requirements regarding student attendance at the elementary school and graduation rates at the high school, these are still areas we feel are concerns and feel improvement in both areas are necessary. We believe by engaging students and parents more, providing hybrid models of educating students (blending online with traditional), creating safety nets for students who are having academic/behavior problems, using research-based/best practices in instruction, and collaborating with colleagues that we will see improvement in these areas in the future.
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Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Aligned Concerns:

The Northern Potter School District's number one priority and thus number one concern is student achievement. While we have had success at both the elementary and high school regarding state assessment scores, there are several areas that we feel need improved. They are:

Writing at the 5th grade level (Did exhibit growth on PVAAS in 2013)

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The Biology scores on the Keystone Exam

The Literature scores on the Keystone Exam

Graduation rates at the high school

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While the district has met AYP requirements regarding student attendance at the elementary school and graduation rates at the high school, these are still areas we feel are concerns and feel improvement in both areas are necessary. We believe by engaging students and parents more, providing hybrid models of educating students (blending online with traditional), creating safety nets for students who are having academic/behavior problems, using research-based/best practices in instruction, and collaborating with colleagues that we will see improvement in these areas in the future.

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

Aligned Concerns:

The Northern Potter School District's number one priority and thus number one concern is student achievement. While we have had success at both the elementary and high school regarding state assessment scores, there are several areas that we feel need improved. They are:

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Systemic Challenge #3 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

The Northern Potter School District's number one priority and thus number one concern is student achievement. While we have had success at both the elementary and high school regarding state assessment scores, there are several areas that we feel need improved. They are:

Writing at the 5th grade level (Did exhibit growth on PVAAS in 2013)

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Graduation rates at the high school

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While the district has met AYP requirements regarding student attendance at the elementary school and graduation rates at the high school, these are still areas we feel are concerns and feel improvement in both areas are necessary. We believe by engaging students and parents more, providing hybrid models of educating students (blending online with traditional), creating safety nets for students who are having academic/behavior problems, using research-based/best practices in instruction, and collaborating with colleagues that we will see improvement in these areas in the future.

Systemic Challenge #4 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

The district data on student academic growth has been mixed at best. Another concern we have is that all students show academic growth regardless of their ability. We have instituted some initiatives (PLN training, Formative Assessment Training, Professional Learning Communities) and have seen some positive results in student growth, especially in grades 3-6 in all tested subjects, 7th grade reading and 8th grade in all tested subjects. Our goal is to continue to strive for all students to exhibit growth every year regardless of their abilities.

While the district has met AYP requirements regarding student attendance at the elementary school and graduation rates at the high school, these are still areas we feel are concerns and feel improvement in both areas are necessary. We believe by engaging students and parents more, providing hybrid models of educating students (blending online with traditional), creating safety nets for students who are having academic/behavior problems, using research-based/best practices in instruction, and collaborating with colleagues that we will see improvement in these areas in the future.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

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.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA, PA Core Tests, Keystone Exams, GRADE, GMADE, Graduation Rates, Grades

Specific Targets: Increase in the number of students attaining Proficient or Higher on state/local assessments but equally as important, focus on student growth and ensuring that each student is showing growth regardless of their abilities or disability.

Type: Interim

Data Source: Formative Assessment data in daily classroom teaching using various modes of assessment.

Specific Targets: Teachers will assess all students using formative assessment strategies. Teachers will use this data to drive/differentiate their instruction. If this is done consistently across the district, we believe student achievement on summative assessments will increase.

Strategies:

Character and Social Skill Building Programs

Description: WWC has identified programs for which there is evidence of the programs having a positive effect on character and social skill building. (Sources: <http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf> and WWC/IES Practice Guide: Reducing Behavior Problems in the Elementary School Classroom: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf) Resource: <http://effectivestrategies.wiki.caiu.org/Programs>

SAS Alignment: Safe and Supportive Schools

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

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) Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

SAS Alignment: Safe and Supportive Schools

Family Literacy Activities

Description: Family Literacy Activities include those activities where parent involvement in literacy acquisition is narrowly defined to include parent-child activities that focus on reading. A meta-analysis of 14 intervention studies indicates that family literacy activities have a high effect size on reading skill acquisition in grades K-3. (Sources: http://lincs.ed.gov/publications/pdf/lit_interventions.pdf, <http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy/promoting-family-literacy-raising-ready-readers>, <http://www.readwritethink.org/classroom-resources/calendar->

activities/celebrate-national-family-literacy-20681.html,
http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Shared_Book_092806.pdf)

SAS Alignment: Instruction

Positive Behavioral Interventions and Supports

Description: ?Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.? (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx>) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx)The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities. Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Increase student graduation rates and achievement.

Description:

1. Establish grade-level collaborative Professional Learning Teams

2. Professional staff "brainstorm" ways to motivate individual students to engage them in learning and stress the importance of performing their best on various assessments.

3. Use various research-based strategies by professional staff in their daily teaching, including formative assessment, PLN strategies, higher-level questioning, and motivational strategies that match the target population.

Start Date: 10/1/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Dropout Prevention Expansion

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

Related Challenges:

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: Increased scores/Growth on state and local assessments, grades, attendance

Specific Targets: The district will continue to offer a variety of professional development activities/resources to all professional staff that is research based on best practices in student achievement and graduation rates.

Strategies:

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom

examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Increased Quality Instructional Time

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

SAS Alignment: Instruction, Safe and Supportive Schools

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:

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

Description:

Through research-based professional development, including formative assessment, PLN, differentiated instruction, etc.. all teachers will have the experience and knowledge to implement effective instructional practices in all classrooms throughout the district.

Teachers will meet in Professional Learning Teams, develop research-based differentiated supervision projects, peer observe, keep a portfolio of meeting the domains in the Teacher Effectiveness Tool to assist them in providing excellent instruction that differentiates learning for all students.

Start Date: 10/1/2017 **End Date:** 6/30/2020

Program Area(s):

Supported Strategies:

- Differentiating Instruction
- Increased Quality Instructional Time
- Instructional (Distributed) Leadership Capacity Building

Goal #3: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Related Challenges:

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: PVAAS, GRADE, GMADE, CDTs, and local formative assessments

Specific Targets: PVAAS data that supports student growth, PVAAS student projections > 50% over 6 year period, CDT performance projections- above proficient/advanced

Strategies:

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

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

SAS Alignment: Assessment, Instruction

Implementation Steps:

School-Based Intervention System

Description:

The daily schedule in both buildings includes time dedicated to remediate students' skill deficiencies. Teachers would obtain information about skill deficiency from standardized tests like the PSSA and/or Keystone, quarterly assessments, students performance, and other accepted measures.

Start Date: 10/1/2017 **End Date:** 6/30/2020

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

Supported Strategies:

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

Goal #4: 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 the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA/Keystone scores, student dropout rate, attendance

Specific Targets: Student achievement will increase.

Strategies:***Curriculum Mapping and Other Resources*****Description:**

The Northern Potter Children's School completed its curriculum map foundation to begin the 2013-2014 school year. Grade level teams will meet once each quarter (October, December, February, and April) to insure that the curriculum map is being followed and updated as necessary. Likewise, local assessment will be administered a minimum of three times during the school year (Baseline- September; Winter- January; Spring- April) to determine the overall proficiency and academic growth of students in grades K-3.

The Northern Potter Jr/Sr High School has begun creating curriculum maps in the tested areas by aligning course concepts with the PA Common Core eligible content. Once this is complete the high school will be aligning its curricula in the other subject areas beginning with the subjects that have pending state examinations. The tentative completion date is June 2014.

SAS Alignment: Standards, Curriculum Framework, Materials & Resources

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, Curriculum Framework***Implementation Steps:******Curriculum Mapping*****Description:**

Both the Children's School and the High School will take steps to ensure that the curriculum is aligned to the Common Core in the tested subject areas as well as other accepted state and national standards associated with the other subject areas. We will know that the action step has been successfully implemented when we have consistent documentation of aligned curriculum and our students' standardized test scores reflect the alignment.

Start Date: 11/1/2017 **End Date:** 6/30/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Curriculum Mapping and Other Resources
- Curriculum Mapping

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:		Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.			Strategy #1: Differentiating Instruction Strategy #2: Increased Quality Instructional Time Strategy #3: Instructional (Distributed) Leadership Capacity Building		
Start	End	Title			Description		
10/1/2017	6/30/2020	Establish a district system that fully ensures the consistent implementation of effective instructional practices across classrooms in each school.			Through research-based professional development, including formative assessment, PLN, differentiated instruction, etc.. all teachers will have the experience and knowledge to implement effective instructional practices in all classrooms throughout the district. Teachers will meet in Professional Learning Teams, develop research-based differentiated supervision projects, peer observe, keep a portfolio of meeting the domains in the Teacher Effectiveness Tool to assist them in providing excellent instruction that differentiates learning for all students.		
Person Responsible Building Principals/Superintendent		SH 3.0	S 10	EP 30	Provider Multiple providers	Type We will utilize a multitude of resources	App. No
Knowledge		Knowledge of best practices for student achievement.					

**Supportive
Research****Professional Learning Communities****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.

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.

Professional Learning Communities**Training Format**

Participant Roles	Dir	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
		Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Paraprofessional		
Follow-up Activities		Team development and sharing of content-area lesson	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation,

implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Lesson modeling with mentoring

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Student PSSA data

Standardized student assessment data other than the PSSA

Classroom student assessment data

LEA Goals Addressed:	Establish a district system that fully ensures 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.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
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Start	End	Title	Description	Provider	Type	App.
10/1/2017	6/30/2020	School-Based Intervention System	The daily schedule in both buildings includes time dedicated to remediate students' skill deficiencies. Teachers would obtain information about skill deficiency from standardized tests like the PSSA and/or Keystone, quarterly assessments, students performance, and other accepted measures.	Northern Potter School District, IU9, PaTTAN	School Entity, IU, PaTTAN	Yes
Person Responsible Building Principals/Superintendent		SH 1.5	S 18	EP 30		

Knowledge

Using formative, diagnostic, and summative assessments to determine areas of remediation

Supportive

PDE SAS

Research

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.
	Provides leaders with the ability to access and use appropriate data to inform decision-making.
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
	Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
 Series of Workshops
 School Whole Group Presentation
 Live Webinar
 Department Focused Presentation
 Professional Learning Communities
 Offsite Conferences

Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	Supt / Ast Supts / CEO / Ex Dir		Middle (grades 6-8)
	School counselors		High (grades 9-12)
	New Staff		
	Other educational specialists		
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Analysis of student work, with administrator and/or peers		Student PSSA data
	Creating lessons to meet varied student learning styles		Standardized student assessment data other than the PSSA
	Peer-to-peer lesson discussion		Classroom student assessment data
	Lesson modeling with mentoring		Participant survey
	Joint planning period activities		Review of participant lesson plans
	Journaling and reflecting		Review of written reports
			summarizing instructional activity
			Portfolio

LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all	Strategy #1: Curriculum Mapping and Other Resources
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students.

Strategy #2: Curriculum Mapping

Start	End	Title			Description			
11/1/2017	6/30/2020	Curriculum Mapping			Both the Children's School and the High School will take steps to ensure that the curriculum is aligned to the Common Core in the tested subject areas as well as other accepted state and national standards associated with the other subject areas. We will know that the action step has been successfully implemented when we have consistent documentation of aligned curriculum and our students' standardized test scores reflect the alignment.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Building Principal/Superintendent	3.0	20	30	Northern Potter School District	School Entity	No

Knowledge

Teachers will learn the tools used in effectively mapping curriculum.

Supportive Research

PDE SAS

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

For school and district administrators, and other educators seeking leadership

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

roles:	academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.		
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities		
Participant Roles	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors New Staff	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

Peer-to-peer lesson
discussion
Lesson modeling with
mentoring
Joint planning period
activities
Journaling and reflecting

Participant survey
Review of participant lesson plans
Review of written reports
summarizing instructional activity

District Level Affirmations

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer