

Antietam SD

District Level Plan

07/01/2015 - 06/30/2018

District Profile

Demographics

100 Antietam Rd Stony Ck Mills
Reading, PA 19606
(610)779-0554
Superintendent: Lawrence Mayes
Director of Special Education: Amy Spina

Planning Process

Utilizing information gained from planning sessions and input/ feedback from our Intermediate Unit advisors, the Antietam School District utilized a collaborative process that sought input from all stakeholders. Data, utilized for the Needs Assessment component, was collected from a variety of sources and was reviewed at both the building and central office level. The final District-level Document was presented to their respective stakeholder groups and the Board. All documents were available for public review prior to their final adoption.

Mission Statement

Antietam School District: A community partnership pledged to lifetime achievement.

Vision Statement

In keeping with our stated mission, the Antietam School District in conjunction with our community will provide a sound educational experience in a caring and supportive environment that fosters lifetime learning which:

Challenges and empowers all students in a rigorous standards-based curriculum

Utilizes technology and data-driven decision making to foster sound educational practices

Develops the foundation for a social responsible, life long learner

Emphasizes problem solving, analytical and creative thinking

Promotes a culture of respect

Shared Values

Shared Values

1. We believe that all children can learn and the limits of individual learning are unknown.
2. The role of the school community is to work cooperatively to support the needs of the students.
3. All students are entitled and the District has the responsibility to create a safe and caring learning environment.
4. The education of our children is a shared responsibility between the students, the school, the home, and the community.
5. We believe that the future our children will live and work in will be a vastly different and ever changing world, and we must prepare them to be life-long learners prepared for the challenges of that future.
6. We believe in the need for continuous improvement utilizing a decision-making model that is student-centered, collaborative, data-driven, and research based.
7. Technology enhances educational programs, promotes academics achievement, and is essential in the management of the District.
8. Healthy school communities respect differences, welcome diversity, and promote cultural diversity.
9. Excellence in education and the personal and professional growth of all staff members are essential for continuous improvement.
10. The district is responsible for providing educational excellence within the fiscal resources of the community.
11. Good citizenship requires responsibility, hard-work, self-discipline, appropriate decision-making, and integrity.
12. The district believes co-curricular participation is an integral aspect of the whole school program.

Educational Community

The Antietam School District is located in Berks County, southeast and adjacent to the City of Reading. The district encompasses approximately 5.3 square miles and is comprised of two municipalities: Mt. Penn Borough and Lower Alsace Township. As a predominantly residential

community with little commercial and industrial businesses, the district currently serves approximately 1065 students in a community of 7500 residents.

According to projections from the Pennsylvania Department of Education, the district will see a continuing increase in enrollment despite minimal space for residential building. Enrollments over the next ten years will be dependent upon birth rates, migration, age composition of the community, and the role of non-public education. Projections indicate that the district will see an increase to approximately 1241 students (Revised: 7/2012 - 2011 Enrollments) over the next seven years. Similarly, the district has experienced a significant change in socio-economic status and diversity during the past fifteen (15) years. During that time period, the district has welcomed an increase in culturally diverse students from less than 5% of the population to more than 45% in our current population. Additionally, the district has experienced an increase in students qualifying for the school lunch program from less than 10% to our current level at over 52%.

The Antietam School District is comprised of three separate facilities. The Mt. Penn Primary Center opened for the 2005-06 school year as a kindergarten and first grade facility serving 159 students in a full-day program. The Mt. Penn Elementary Center services approximately 450 students grades 2 - 6. The Antietam Middle-Senior High School, located in Lower Alsace Township, serves approximately 500 students in grades 7-12 and has an adjoining building for District Administration.

The district is one of 18 public school districts in the Berks County Intermediate Unit #14 service area. There is a close working relationship among the member districts with collaboration, staff development, and joint purchasing occurring at virtually every level with the coordination of the Intermediate Unit. We provide a free and appropriate public education for all of our students and when a student is identified as eligible for special education, the IEP team decisions about specific programming for those students are implemented. Students receive their instruction in the general curriculum as much as possible, with supplementary aids and services, unless the IEP team determines that replacement instruction is necessary for the student to acquire skills. In Antietam, we have 19.22% of students that are identified for special education services. Similar to other districts in our region, we have noted a significant increase in the number of students with autism spectrum disorders and severe behavioral disorders placing greater demands on the resources of the district.

The Antietam Middle-Senior High School course offerings are academic, with Honors and Advance Placement levels. All students are scheduled individually with input from students, parents, and staff. Scheduling for academic subjects follows the philosophy of the district that students in this age group learn best when grouped in academically appropriate cluster of students with similar ability and motivation. Additionally, thirty-five technical career areas are available to Antietam students through the Berks County Career and Technical Centers located in Oley and Leesport. The district is an approved Dual-Enrollment grant participant with the Reading Area Community College, offers comprehensive programs for special education and gifted students, and encouraging seniors to participate in career awareness internships in local businesses and professional offices.

Planning Committee

Name	Role
Suzanne Blatt	Elementary School Teacher - Special Education
Billie Jean Buckland	Parent
Greg Burdan	Community Representative
James Croyle	Administrator
Tracy Detwiler	Business Manager
Melissa Faro	Middle School Teacher - Regular Education
Christopher Faro	Parent
Shirley Feyers	Administrator
Katherine Groom	Ed Specialist - School Psychologist
Dr. Ginny Kelbish	Ed Specialist - School Psychologist
Aaron Kopetsky	Middle School Teacher - Regular Education
Nicole Levan-Miller	High School Teacher - Special Education
Tim Matlack	High School Teacher - Regular Education
Dr. Lawrence Mayes	Administrator
Alicia Morales	Elementary School Teacher - Special Education
Jim Reese	Business Representative
Walter Saylor	Parent
Ashley Schneider	Elementary School Teacher - Regular Education
Amy Spina	Special Education Director/Specialist
David Stauffer	Board Member
Felice Stern	Administrator
Terry Styer	Community Representative
Erin Van Guilder	Administrator
Heather Wamsher	Elementary School Teacher - Special Education
Jay Worrall	Business Representative
Lauren Zuidema	Administrator

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered
PA Core Standards: English Language Arts	Not answered	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered	Not answered
PA Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered
Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for Reading	Not answered	Not answered
American School Counselor Association for Students	Not answered	Not answered
Early Childhood Education: Infant-Toddler→Second Grade	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered

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

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered

Civics and Government	Not answered	Not answered
PA Core Standards: English Language Arts	Not answered	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered	Not answered
PA Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered
Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for Reading	Not answered	Not answered
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered

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

This narrative is empty.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered
PA Core Standards: English Language Arts	Not answered	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered	Not answered
PA Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered
Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for	Not answered	Not answered

Reading		
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered
World Language	Not answered	Not answered

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

This narrative is empty.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered
PA Core Standards: English Language Arts	Not answered	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered	Not answered
PA Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered
Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for Reading	Not answered	Not answered
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered
World Language	Not answered	Not answered

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are	Not answered

identified for each subject area.	
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

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.

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.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or	Not answered

interdisciplinary 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.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

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.

This narrative is empty.

Instruction

Instructional Strategies

No strategies have been identified.

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

This narrative is empty.

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

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

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.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

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.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

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.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered

A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered
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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.

This narrative is empty.

Assessments

Local Graduation Requirements

Course Completion	SY 15/16	SY 16/17	SY 17/18
Total Courses	24.50	23.50	23.50
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	0.50	0.50
Electives	3.00	2.00	2.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

- 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.

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	E EI	ML	HS
Keystones			X	X
Pennsylvania System of School Assessment (PSSA)		X	X	
Pennsylvania Alternate System of Assessment (PASA)		X	X	X
Advanced Placement (AP) End of Course Test				X
Mid Terms and Finals			X	X
Content Area End of Unit Tests	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
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STAR Reading and Math Assessments	X	X	X	
Fountas and Pinnell Benchmark Reading Assessments	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
USA Test Prep			X	X
Performance Assessments	X	X	X	X
Quizzes		X	X	X
Ticket In/Out	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Test (CDT)			X	X
USA Test Prep			X	X
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)	X			
Phonics Screeners	X			

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

This narrative is empty.

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.

Fair assessments is one of the components of Pennsylvania's Standards Aligned System (SAS) and is a process used by teachers and students before, during and after instruction to

provide feedback and adjust on going teacher and learning to improve student achievement. As part of SAS, PA has identified four types of assessment used to gather information about student learning as follows: 1) Formative, 2) Benchmark, 3) Diagnostic, and 4) Summative. The district administers state assessments such as Keystone Exams, PSSA, CDT, as well as or other assessments; including DIBELS, STAR, USA Test Prep, and Fountas and Pinnell, all valid assessments for measuring students' progress and achievement.

Collection and Dissemination

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

CDTS, DIBELS, and PSSA assessments are housed on our data servers. Teachers, administrators, and RtII coordinators are able to view all assessment data by class, grade, or subgroup. This information is used to group and re-group students to meet instructional and progress monitoring needs.

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.

Administrators from each building view all assessment data. Students who are not proficient are provided extra instruction and ongoing progress monitoring to reach the benchmarks.

Assessment Data Uses

Assessment Data Uses	EEP	EEl	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	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.

Assessment results are reported out via Performance tracker and or data reports from the state by PA assessment anchor or standards-aligned learning objectives.. Teachers and administrators have access to all data. The assessment data is used to adjust instruction and progress monitor for all students who are not meeting the benchmark. Data is also used to expand the curriculum for those students who are at or above the benchmark. At the K-6 level grade level teams meet consistently to view data and align instruction to eligible content. Teachers work collaboratively to create instructional strategies geared towards improving the academic achievement for all students. High school grade level teams and content specific teams met to review students data, discuss student learning objectives, and provide instructional strategies to improve academic progress and achievement.

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

NA

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

Currently, the District uses the District website to publish information about assessments and to provide teachers unlimited secure access to District and student data. The District website is also used to direct the public to PDE websites. A district newsletter is mailed to all households, published on the District website, and placed in all district buildings. The student handbooks and school calendars provide dates for all standardized assessments given throughout the school year. The District Performance Profile is presented annually at a school board meeting. Individual student results for PSSA are sent to students' homes.

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

At this time, there is no plan to place assessment results in our course selection guides or press releases.

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 Mount Penn Primary Center and Mount Penn Elementary Center use a Response to Intervention and Instruction (RTII) model to provide literacy intervention for all students. Students receive supplemental instruction based on their literacy skill and strategy needs. Teachers and administrators review student data and place students into intervention groups based on numerous data sources.

In grades K-6, teachers and the guidance counselor meet with students to review their academic and emotional needs. Quarterly, teachers, parents and administrators are able to bring student names to Child Study (Child Find) meetings where team members review data and create plans to address the students' academic and emotional needs.

The Antietam Middle-Senior High School is structured in a traditional seven period day format. The school currently utilizes a year-long approach for most courses with some electives meeting on a semester basis. Antietam Middle Senior High School offers Honor level classes grades 7-12, in addition to advanced placement courses in the areas of English 12, Calculus I & II, American History, Statistics, and Biology. Five-year course sequences in German and Spanish are available to students who are looking to extend world language experiences. Additionally, thirty-five technical career areas are available to Antietam students through the Berks County Career and Technical Centers located in Oley and Leesport. The district offers its students the opportunity to enroll in college courses during their senior year at the Reading Area Community College. The MSHS offers comprehensive programs for special education and gifted students, and encourages seniors to participate in career awareness internships in local businesses and professional offices.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X

School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	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	X	X	X	X
Student Assistance Program Teams and Training		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:

Strategies not selected were not developmentally appropriate.

Identifying and Programming for Gifted Students

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

1. In accordance with the school board's philosophy to develop special abilities of each student, the district provides gifted education services and programs designed to meet the individual educational needs of identified students. Staff at all grade levels throughout the district meet regularly with their grade level team members/peers through child study and grade level team meetings in order to discuss student achievement in their classrooms.

Within these discussions, students who are achieving above their peers may also be discussed so that interventions may be put into place in order to address their educational needs for enrichment. Students identified by classroom teachers, guidance counselors, administration and/or parents as high achieving students who may be gifted are referred to the gifted education teacher and guidance counselor. The gifted education teacher and guidance counselor review the student's achievement in the classroom, including any individualized instruction he/she is receiving at an academic level above his/her expected grade. Students recognized as benefiting from such instruction may be referred for a gifted education evaluation. At that time, a Permission to Evaluate is developed by the Special Education Department and mailed to the parents to obtain permission to evaluate the student. Once permission is obtained, the school psychologist conducts academic ability and intellectual achievement assessments in order to determine if the student is demonstrating giftedness.

Students who meet the criteria for gifted education will obtain a Full Scale IQ at or above 130. Students who do not obtain the IQ at or above 130, but are at/around 125 may qualify

for gifted services when other factors including classroom performance, assessment outcomes, standardized test (PSSA, Keystone Exam) outcomes, and teacher input validates qualification.

2. Gifted education programs are offered within the district in accordance with Chapter 16 regulations. At the primary and elementary education levels, students identified to receive gifted education services receive instruction and accommodations appropriate to their individual needs. Example accommodations include: classroom assignments that are adapted to provide additional enrichment opportunities, individual projects on a given subject to assure growth in that area for the student, pull out instruction in academic areas of giftedness with the gifted teacher, GATE class period with other students identified in that grade level to receive gifted services, and opportunities for acceleration in content area subjects. Currently there are several students in grades 2-6 who receive accelerated instruction at a grade level or two above their current age and grade. When necessary, the school provides transportation to the middle-senior high school for accelerated class opportunities.

At the middle-senior high level, students identified in need of gifted education services may receive accelerated courses (i.e. take English 8 in 7th grade). Students also have the opportunity to receive individualized instruction and support daily during the homeroom period. Students in the high school level have the opportunity to receive transcript credits for college-level courses taken at nearby colleges.

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

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
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program		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				
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)				
Coordinate Plans				
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems				
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X

System Support				
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

Classroom teachers, area specialists and administrators meet quarterly to review student data that has been collected throughout the school year. These data meetings conclude with placement of students in appropriate instructional groups. Teachers utilize unscheduled time to discuss student achievement, progress and individual needs. Parents are provided information regarding their students' progress through meetings, letters, phone calls and progress reports.

Community Coordination

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

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

The Primary Center Administrator coordinates with local community pre-schools to provide ease in Kindergarten transition. The elementary center coordinates with United Way in the "Ready Set Read" initiative providing weekly tutoring with second grade students throughout the year.

Preschool Agency Coordination

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

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.

2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The Mount Penn Primary Center Administrator, Antietam's K-12 Special Education Supervisor, and Berks County IU Early Intervention Coordinators meet to review in-coming student IEP's, academic needs, screening results, and transition plans every Spring. The district's Early Start Kindergarten Program is offered for students whose screening results indicate early intervention needs prior to beginning Kindergarten.

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	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered

Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered
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Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered

Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Middle Level

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

Further explanation for columns selected "

This narrative is empty.

High School Level

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

Further explanation for columns selected "

This narrative is empty.

Professional Education

Characteristics

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

Empowers educators to work effectively with parents and community partners.	X	X	X	X
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District's Professional Education Characteristics	EEP	EEl	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 superintendent, district administrators, and outside resources such as the BCIU Office of Curriculum and Professional Development are provided timely and appropriate professional development, meetings and resources necessary to ensure assessments, curriculum, and instruction are aligned to best practices. Administrators attend conferences, webinars, leadership programs, and countywide in-services that support continual learning within the areas of professionalism and leadership. Administrators are active in completing PILS/NISL leadership coursework and are in compliance with Act 45 requirements. District Administrators provide necessary access to all state, federal, and local assessment data to inform decision making throughout all schools. Training is provided for all district assessment coordinators to comply with PA Testing requirements.

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

N/A

Strategies Ensuring Fidelity

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

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

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

Surveys are sent to classroom teachers regarding Professional Development needs. Administrators meet and discuss findings from surveys and plan upcoming professional development activities/sessions. If district employees are not qualified to provide professional development in needed areas, the district utilizes outside resources (ex. BCIU) to ensure professional development needs are met. Professional development needs are also discovered through classroom observations (formal and informal), as well as conversations with instructors. Administrators utilize the Teachscape System to monitor and gather data regarding needs in the Charlotte Danielson Domains. Individualized instructional professional development is then provided to the teacher based on these needs.

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

Currently the district uses an informal method in gathering feedback regarding the professional development. We are looking to implement a formal, written process in the upcoming year.

Induction Program

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

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

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

Antietam School District provides all new teachers a mentor for one year that assists them in understanding school policies, procedures and requirements. In addition, two full day in-service days are required to train new teachers in district technology, Special Education, and building specific information. Throughout the year each inductee will participate in an IU provided new-teacher professional development session based on that particular teachers' needs. Building administrators will also hold regular meetings with inductees and mentors throughout the year to address specific questions, concerns and feedback.

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

N/A

Needs of Inductees

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

- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

The administrative team, including the superintendent, meets annually to review and revise the induction program. Administrators observe inductees regularly both formally and informally to determine needs. In addition, student data from local and state assessments are reviewed and lesson plans are analyzed to ensure that all students' needs are being met. Inductees are formally observed four times throughout the year using the Teachscape System and the Charlotte Danielson model.

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

Mentors are not required to formally observe the inductee. Inductees and mentors do meet regularly to discuss questions, concerns and needs. If an administrator deems it necessary, the mentor may be asked to peer review a lesson delivered by the inductee to support the development of strong instructional practices. The inductee may also request a peer review by a mentor to assist with building their instructional practices, assessment, or classroom environment.

Mentor Characteristics

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

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

Administrators select mentors that have similar content and/or certifications, good rapport with staff and students, and strong knowledge of content area and standards. The mentors

have demonstrated proficient and/or distinguished instructional practices based on previous observations.

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

N/A

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X	X	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.

The Code of Professional Practice and Conduct for Educators topics are provided to the inductees throughout the year through discussion with mentors or administrators. In addition, further professional development and support in these topics are provided to the inductees in the BCIU new-teacher induction program held throughout the year.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The building level administrators work closely with inductees and mentors throughout the school year. In addition, the inductee completes a survey two times during the school year that is then evaluated by the Superintendent and administrative team. At the end of each school year, the administrative team evaluates the previous year program and makes changes as needed.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **209**

Identification Method

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

When asked to determine whether a child is displaying a specific learning disability, three steps are followed by the school psychologist conducting the evaluation: information is gathered, the information is reviewed, and the information is interpreted as a team to establish whether there is a need for specially-designed instruction and special education services.

First information is gathered. This includes educational records including, but not limited to: report cards, group standardized testing such as the STAR Assessment, DIBELS, PSSAs, CDTs, curriculum-based assessments (CBA), classroom assessments (teacher-made and curriculum tests), private reports or evaluations provided by the family, records from previous schools, and records such as attendance and discipline that describe the student's engagement in learning. The classroom and specialist teachers complete a student observation form and the school psychologist conducts a classroom observation. Initial evaluations always include an assessment of intelligence ability and academic achievement. If necessary, additional testing or behavior checklists are completed to gather more individualized information about the student's approach to learning and behaviors that support or interfere with learning.

Second, information is reviewed. The school psychologist determines whether there is a discrepancy between the scores obtained on the intelligence assessment and the scores obtained on the tests of academic achievement. As there are limitations to the discrepancy method in determining the presence of a specific learning disability, the level of academic need and progress in the classroom is also evaluated. The school team reviews whether the student is making progress in the curriculum, the rate at which the student makes that progress, the level of supports the student needs to make that progress, the level of material

retention over instructional breaks, and the degree of social or emotional frustration the student is experiencing to make academic progress.

After the information is gathered and reviewed, the MDE team determines whether the student is identified with a specific learning disability and whether the student is in need of specially designed instruction to make academic progress. Through this process, a few different results may occur. If the student is not assessed with a discrepancy between the score on the intelligence assessment and the scores on the achievement assessments, the student is not eligible for special education services as a student with a specific learning disability. If the team is concerned about the level of academic need in the classroom despite the absence of the score discrepancy, other learning exceptionalities will be considered that may make the student eligible for special education services. The MDE team may also consider use of a service agreement (Chapter 15/504 Plan) if there is health impairment. If the student is assessed with a score discrepancy and displays a need for specially designed instruction, the student will be identified with a specific learning disability and will be offered special education services. If the student is assessed with a score discrepancy but the instructional interventions in the general education setting meet the academic needs of the student, the student may be identified as a student with a specific learning disability but not eligible special education services at that time.

The entire evaluation process of evaluating and determining whether or not a student is displaying a specific learning disability is a team approach within Antietam School District.

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: <http://penndata.hbg.psu.edu/BSEReports>

There are no significant disproportionalities in the identification of special education students within the Antietam School 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?

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?

The Antietam School District encompasses one home for non-resident students, Child First Services, Inc. When a new student enrolls in the District and Child First attends as the guardian, the District makes every attempt to work with the Child First staff to assure all educational needs are identified for the child. If a student is known to receive special education services through an IEP, the District works with Child First to obtain special education records from the student's most recent school. Once paperwork is obtained or an administrator from the previous school can be contacted, the least restrictive environment is proposed as FAPE for the student.

2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

Every attempt is made to obtain special education or Section 504 paperwork from the student's previous school. Once obtained, all records are reviewed by the Supervisor of Special Education. If a clear understanding of the needs to provide FAPE cannot be obtained within the paperwork received, attempts are made to contact an administrator from the student's previous school. In addition, the Supervisor of Special Education contacts the regional coordinator from Child First, as well as the student and parent(s) if/when available to learn more information about the student's previous school and services obtained. If a student is identified as needing special education services but an evaluation or reevaluation report is not obtained, the school psychologist begins the process of an evaluation to identify the student's current educational needs. The student's IEP, whenever possible, is implemented while updated information is gathered.

3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

In past reports, Child First Services, Inc. was documented as an agency that was not easy to work with. This has not been an area of concern of late. However, it has been difficult contacting the student's family and determining if they continue to have educational rights while the student is at Child First. Often times, the parent's rights are ceased and Child First staff hold sole custodial rights to educational decisions. Another barrier involves receiving the necessary special education paperwork and transcripts from the sending school. Months can pass before records are forwarded.

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 Antietam has no identified students in detention/incarcerated facilities. There are no correctional facilities located within the Antietam School District boundaries. The annual public notice is printed yearly in the Reading Eagle (Berks County's local newspaper), posted on the district website, and included as an insert in the district newsletter. In addition, the Berks County Intermediate Unit (BCIU) and Twin Valley School District, the host district to Abraxus Academy (a Youth Detention facility), disseminate pamphlets and brochures identifying special education services within this facility as well as Berks County Prison. A copy of the annual public notice is also sent to the warden of the Berks County Prison.

If a student were to enroll and be in an identified detention/incarcerated facility, the Antietam School District would make every attempt to work with the LEA and facility to provide the special education services necessary for the student as outlined in his/her most recent IEP and Evaluation Report.

Least Restrictive Environment

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

1. 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.

Antietam School District ensures that to the maximum extent appropriate, children with disabilities, including those in private institutions, as much as possible, are educated with non-disabled children. Our district decisions examine each individual student and his/her needs in sequence to ensure that removal from the general education environment only occurs when education in that setting with supplementary aids and services cannot be achieved satisfactorily. Antietam is continuing to build its RtII program. The data provided

in this approach continues to assist in making instructional decisions for students prior to a referral for special education. Child Study teams meet regularly in each building and often the special education teachers and/or supervisor are invited to share ideas on strategies to implement to assist students prior to referring them for a special education evaluation. When a student qualifies for and is found to be in need of special education services, the IEP team, including parents, determines what educational services the child needs and then examines if these services can be achieved in a general education classroom. If the IEP team determines that it can implement those services the placement is in the general education setting. If the IEP team determines that it cannot implement those services in the general education setting, they examine supplementary aids and services to be implemented. The IEP team then moves one step along the continuum of services from regular education, itinerant service, supplemental service, full time and then to consider, as a last resort, an out-of-distinct alternative placement setting. At each incremental step the IEP team examines the ability to ensure access to the general education curriculum and to extracurricular experiences through supplementary aids and services. If a student is removed from the general education setting for replacement instruction, Antietam's goal is to give the student the skills they need, whether academic or behavioral, so that they can return successfully return to the general education setting and meaningfully participate. The following is a list of supplementary aids and services available to assist students within the general education classroom in order to be successful and obtain their least restrictive environment:

- Use of assistive technology (Bookshare audio text; iPad; graphic organizers; dictation software programs; iPods with text to speech assessments)
- Use of calculators for math calculation/computation
- Use of highlighters/reading guides/post-it notes for reading
- Use of computer/laptop for word processing
- Use of alphasmart for word processing
- Differentiated instruction
- Extended time for tests/quizzes
- Extended time for projects and long-term writing assignments
- Extended time for daily homework assignments
- FM systems for students with hearing impairments
- Use of guided notes, cloze notes, or adapted notes
- Individualized positive support plans with reinforcement schedules
- Individualized sensory break schedules and menus

- Modeling of tasks with fading prompt hierarchy to promote independence
- Peer/buddy systems
- Physical access to all rooms within the building
- Use of visual/picture schedules
- Preferential seating based on student needs (close to teacher, close to positive peer models, away from distractors)
- Student self-monitoring systems
- Student use of self-regulation charts
- Increase/decrease size of text based on student need for visual assistance
- Skill-based grouping as appropriate
- Small group and individual counseling/social skills instruction
- Use of social stories individualized for students' need
- Tests and text read aloud to students
- Use of a therapy dog within the life skills classroom (reward system and reading supports)
- Provide translator in native language for parent meetings
- Visual supports as appropriate based on IU support/direction
- Word prediction software
- Supportive writing tools (pencil grips, etc)
- Pair verbal directions with visual cues and written directions as appropriate for student need
- Modified assignments/projects based on individual student need
- Reading material presented at student's independent level when completing independent assignments
- Guided reading instruction at student's instructional level
- Provide Personal Care Assistant based on student need (academic or behavioral)
-

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.)

On-going training opportunities are provided to the staff including special education teachers, regular education teachers, parents, district support personnel, and administration on a variety of topics including progress monitoring of special education students, school wide progress monitoring of all students, accurate recording and submission of data into required data bases, co-teaching, evidence-based remedial programs, and differentiation strategies. Specific on-going attention has been given to the training of the above-mentioned individuals regarding the discussion of the IEP team about the least restrictive environment and how to determine what supplementary aids and services may be implemented to provide a student with LRE. In addition, special education teachers submit IEPs to the Supervisor of Special Education to review; with careful attention placed on assuring LRE is provided and the percent calculations are accurate to identify the student's needs as itinerant, supplemental or full-time.

The Supervisor of Special Education reviews all training opportunities forwarded by the BCIU, PDE and PaTTAN. Appropriate opportunities are forwarded to the intended audience and the staff is encouraged to consider attending. At times, staff members are requested to attend specific training to enhance their background and knowledge of particular topics agreed upon by the Supervisor of Special Education and Building Principals.

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.

In reviewing the Special Education Data report for 2011-12, Antietam SD had 58.8% of students with IEPs in the general education classroom more than 80% of the time. This was not disproportionately significant from the state's average of 62.2%. Antietam was greater than 5% different from the SPP target of 65%. With regards to students in the general education classroom less than 40% of the day, again Antietam was not disproportionately significant at 8.8% from the state average of 9.2%. The SPP Target is 8.0%, which we were very close to. There was not enough data to report on students in other settings. Currently Antietam has approximately 10 students in out of district placements in order to provide their LRE. Each of these students received special education services within Antietam SD prior to being placed, by the IEP team, in the alternative setting. Each student demonstrates behaviors and/or academic needs that are significantly out of the realm of Antietam's staff abilities to provide, due to the district's size and available resources.

The Antietam SD continues to improve in increasing the number of students in the general education classroom more than 80% of the time, with a large emphasis on special education teachers and paraprofessionals providing supports within the general education classroom throughout the school day.

Behavior Support Services

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

The Antietam School District is dedicated to the academic and social growth for our students. A student body that understands and applies appropriate behavior in a variety of situations is essential to effective instruction and society in general. Each of the district's three buildings uses a school-wide positive behavior support program, S.W.E.B.S (School Wide Effective Behavior Support). The S.W.E.B.S model offers a positive approach to maintaining school climate. It combines instruction regarding expected behavior, encouragement and recognition when students meet expectations; support for students who demonstrate need; and consequences when students violate school rules. All of the teaching and support staff within each building receives on-going training and support for S.W.E.B.S.

In addition to the school wide behavior support program, many Antietam staff members are trained in implementing Safety Care as a hands-off approach to de-escalating students demonstrating challenging aggressive behaviors. The special education staff including teaches and paraprofessionals receive yearly training and updates in utilizing Safety Care procedures. Antietam SD has a Train-the-trainer within district who receives updated certification annually and then holds several Safety Care Initial and Recertification classes during the school year and summer for staff members.

When a student is unable to be de-escalated using the S.W.E.B.S or Safety Care procedures, the student's parents are notified immediately. If they are unable to assist in de-escalating the student SAM-Crisis is called to support. Within the last school year, no students have required the intervention of SAM-Crisis.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements

not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.

3. Discuss any expansion of the continuum of services planned during the life of this plan.

1. 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.

The Antietam School District is the smallest in the county. At times, the needs of a particular student or disability category are greater than the staff are able to support. Students with significant behavioral needs related to their disability of Autism, for example, are out of the realm of ability for the staff and available educational supports, services and placement options within the district. When this becomes evident, through daily data collection, teacher observations, and input from the school psychologist and/or Intermediate Unit Behavior Consultant, a recommendation to an out-of-district placement is made.

Students with significant behaviors that impede their learning or that of others are also often recommended for out-of-district placements in order to provide an offer of FAPE.

This is also due to the size of the district and availability of staff and resources.

Students with significant multiple disabilities are another disability category that may not be able to be provided an offer of FAPE within the District due to staff and resources available.

2. Include information detailing successful programs, services, educational placements as well as identified gaps in current programs, services, and educational placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.

Out of district placements that students of Antietam have found success within include:

New Story - Kenhorst

- licensed private facility non-residential for students with behaviors that impede their learning or that of others

New Story - Wyomissing

- licensed private facility non-residential for students with Autism whose needs are greater than that which the staff and available resources in the District can handle

Northwest Human Services (NHS)

- other private facility non-residential for students with Autism whose needs are greater than that which the staff and available resources in the District can handle

Manito Berks Center Inc.

- other private facility non-residential for students with behaviors that impede their

learning or that of others; also an AEDY alternative education program

River Rock Academy Private Licensed program

– licensed private facility non-residential for students with significant needs in the areas of academics and/or behaviors

John Paul II Center

– other private facility non-residential for students with multiple disabilities

3. Discuss any expansion of the continuum of services planned during the life of this plan

The District is exploring the option of adding River Rock Academy (the AEDY alternative education program) to the grant application for students who demonstrate behaviors that impede their learning or that of others and are not successful within the District-funded alternative education program.

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.

- Mini-trainings are included within every monthly department meeting for the special education staff
- Informational fliers relevant to parents' interest are forwarded weekly to special education case managers. When a case manager reads of a program or training that may be of interest to a particular parent or group of parents, he/she forwards the flier.
- Email communication is used continuously as a means of providing quick mini-trainings and summaries of important news/information.
- One optional summer in-service training is provided by the Special Education Supervisor yearly; The staff assist with developing the agenda for the day so that relevant topics are reviewed and focused on for the day.
- Staff, including paraprofessionals, are encouraged to participate in trainings throughout the year.
- Due to the relatively small size of the district, teachers and administrators are able to get to know the students, his/her needs, and parents.
- The District has not participated in a Due Process Hearing in over 3 years.
- Our students receive excellent services across the board within the Special Education Department; whether it be academically within the regular or special education settings, counseling to help those with emotional needs, occupational and physical therapies, and

speech and language needs, the students receive all the support they need to learn and develop to become successful and self sufficient.

- Involvement of our students in school activities: intramurals, craft club, yearbook, and volunteering at school events.
- The staff, which includes teachers and teacher assistants, are truly passionate about what they do and always put the students first. The teachers are available before and after their contract hours most days in order to provide additional supports to one another and also to students.
- The special education staff offers differentiated instruction based on individual student needs, with ease. They work well as a team to ensure the best possible learning experience for every child. In addition, the team communicates with parents and fellow colleagues professionally.
- The special education staff at the Mount Penn Elementary Center continues to participate in the co-teaching model, which has proven to be very beneficial for most students. The collaboration between the general education and special education staff is unique, in that the role of each teacher is respected and appreciated, while serving the varied needs of the students within the classroom.
- There is communication not only among grade level staff but also between grade levels to ensure a smooth transition from one grade to another.
- The staff works diligently to meet deadlines for IEPs and Re-evaluation reports, in addition to providing progress reports to parents/guardians.
- The Special Education case managers go above and beyond to communicate with the families of the students and provide supports to them as well.
- The special education staff holds very high expectations for our students.
- The district has a strong system of data collection.
- The special education staff collaborates, shares materials, and assists one another to assure that each student is provided the best supports and services available.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Story - Kenhorst	Approved Private Schools	Special education services for students with severe emotional and/or behavioral needs	1
New Story - Wyomissing	Approved Private Schools	Special education services for students with severe emotional and/or behavioral needs	1
Northwest Human Services (NHS)	Approved Private Schools	Special education services for students with autism and severe emotional and/or behavioral needs	2
Manito Berks Center, Inc.	Approved Private Schools	AEDY program incorporating special education services for students with learning and/or emotional and behavioral needs	2
River Rock Academy	Special Education Centers	Private licensed program for special education students with needs including academic, behavioral and/or social/emotional	1
John Paul II Center for Special Learning	Special Education Centers	Private licensed program for special education students with multiple disability needs	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mt Penn Primary Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	5 to 8	3	0.3
Mt Penn Primary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	8	0.7

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mt Penn Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 12	50	1

Justification: Students are always serviced with their same grade and age of peers. There is never a circumstance which requires an age range variance.

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mt Penn Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 12	4	1

Justification: Teacher instructs students in a life skills program; age range waivers are necessary to address the needs of all students

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mt Penn Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 12	5	0.5

Justification: Teacher instructs students in an emotional support classroom/program. Age range waivers are signed by parents when necessary in order to meet the needs of all students throughout the school day.

Mt Penn Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 12	7	0.5
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Justification: Teacher instructs students in an emotional support classroom/program. Age range waivers are signed by parents when necessary in order to meet the needs of all students throughout the school day.

Program Position #5

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mt Penn Elementary Center	An Elementary School Building	A building in which General Education	Itinerant	Learning Support	11 to 13	8	0.5

		programs are operated					
Mt Penn Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	3	0.5

Program Position #6*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mt Penn Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	15	0.5
Mt Penn Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	1	0.5

Program Position #7*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mt Penn Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	10	0.5
Mt Penn Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	3	0.5

Program Position #8*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mt Penn Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	6	0.5

Mt Penn Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	3	0.5
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Program Position #9*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 21	9	0.5
Justification: Teacher has an emotional support classroom for grades 7-12. Whenever necessary age range exceptions are obtained.							
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 21	4	0.5
Justification: Teacher has an emotional support classroom for grades 7-12. Whenever necessary age range exceptions are obtained.							

Program Position #10*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 21	8	0.5
Justification: Teacher has a life skills support classroom for grades 7-12. Whenever necessary age range exceptions are obtained.							

Program Position #11*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs	Itinerant	Learning Support	12 to 21	12	0.5

		are operated					
Justification: Students are always serviced with their same grade and age of peers. There is never a circumstance which requires an age range variance.							
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 21	2	0.5
Justification: Students are always serviced with their same grade and age of peers. There is never a circumstance which requires an age range variance.							

Program Position #12*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	9	0.5
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	8	0.5

Program Position #13*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	12	0.5
Justification: Students are always serviced with their same grade and age of peers. There is never a circumstance which requires an age range variance.							
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	10	0.5
Justification: Students are always serviced with their same grade and age of peers. There is never a circumstance which requires an age range variance.							

Program Position #14*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	12	0.5
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	10	0.5

Program Position #15*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	10	0.5
Antietam Middle/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	3	0.5

Program Position #16*Operator: Outside Contractor for the School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mt Penn Primary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	15	0.25
Antietam Middle/Senior High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 21	12	0.25

Justification: Building is Grades 7-12

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education	District	1
Administrative Assistant	Mt Penn Primary Center	0.5
Paraprofessional	Mt Penn Primary Center	2
Paraprofessional	Mt Penn Elementary Center	7.75
Personal Care Assistant	Mt Penn Elementary Center	2
Paraprofessional	Antietam Middle/Senior High	2.5
Personal Care Assistant	Antietam Middle/Senior High	0.75
School Psychologist	Mt Penn Primary Center	0.3
School Psychologist	Antietam Middle/Senior High	0.7
School Psychologist	Mt Penn Elementary Center	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Speech/Language Therapist	Outside Contractor	20 Hours
Physical Therapist	Outside Contractor	0.2 Hours
Occupational Therapist	Outside Contractor	5 Hours
Audiology Consultant (BCIU)	Intermediate Unit	10 Minutes

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:

This question has not been answered.

District Accomplishments

Accomplishment #1:

The graduating class of 2020 (grade 3 cohort), has shown an increase in student achievement, as demonstrated in their percentage of proficient and advanced in math and reading.

Accomplishment #2:

In 2014, Mount Penn Elementary School 4th Grade Science PSSA scored 80.2% Proficient and Advanced compared to the State Average of 69.7%.

Accomplishment #3:

There was an overall decrease in the number of in-school and out-of-school suspensions over the past 3 school years with students with IEPs. This spans all disabilities subgroups.

Accomplishment #4:

Attendance rate for the 2013-14 school year is greater than 90% in our Middle-Senior High School.

Accomplishment #5:

In 2014, the class of 2020 scored 85% Proficient and Advanced compared to the Overall State Average of 71.9%.

Accomplishment #6:

For the 2013-14 Keystone, we exceeded the standard for PA academic growth in Algebra 1.

Accomplishment #7:

For the 2013-14 Keystone, we met the standard for PA academic growth in Literature.

Accomplishment #8:

For the 2013-14 Keystone Exams, we exceeded the academic predicted score for Literature and Algebra 1.

Accomplishment #9:

In 8th grade Science, we have exceeded the standards of PA academic growth.

District Concerns**Concern #1:**

Over the last 3 years, the district has consistently seen concerns within our writing scores across PSSA tested grades.

Concern #2:

Although we have made growth within our Literature and Algebra 1 Keystone Exams, we are still concerned with the low percentage of student achievement in proficient and advanced.

Concern #3:

Throughout our district, we have seen a trend of negative growth in 5th grade reading, writing, and mathematics.

Prioritized Systemic Challenges

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

Aligned Concerns:

Over the last 3 years, the district has consistently seen concerns within our writing scores across PSSA tested grades.

Although we have made growth within our Literature and Algebra 1 Keystone Exams , we are still concerned with the low percentage of student achievement in proficient and advanced.

Throughout our district, we have seen a trend of negative growth in 5th grade reading, writing, and mathematics.

Systemic Challenge #2 (*System #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

Over the last 3 years, the district has consistently seen concerns within our writing scores across PSSA tested grades.

Although we have made growth within our Literature and Algebra 1 Keystone Exams , we are still concerned with the low percentage of student achievement in proficient and advanced.

Throughout our district, we have seen a trend of negative growth in 5th grade reading, writing, and mathematics.

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

Aligned Concerns:

Over the last 3 years, the district has consistently seen concerns within our writing scores across PSSA tested grades.

Although we have made growth within our Literature and Algebra 1 Keystone Exams , we are still concerned with the low percentage of student achievement in proficient and advanced.

Throughout our district, we have seen a trend of negative growth in 5th grade reading, writing, and mathematics.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: SPP Growth Scores

Specific Targets: Positive growth of all PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth

Type: Annual

Data Source: STAR Results in Reading and Math

Specific Targets: Students will demonstrate one year's growth level

Type: Annual

Data Source: PSSA and Keystones Exams

Specific Targets: Positive growth of towards proficiency in PSSA and Keystone Exams

Type: Interim

Data Source: Fountas and Pinnell Reading Benchmark (3 x year TBD)

Specific Targets: Meet grade level expectations

Strategies:

Strategy 1: Rigorous and Aligned Curriculum

Description:

Align content standards and embed highly rigorous research-based strategies and learning experiences into units in all content areas grades K-12.

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

Strategy 2: Develop a consistent RtII procedures across the district

Description:

Building administrators and district administrators will provide professional development to school based personnel on RtIII procedures.

SAS Alignment: Standards, Instruction

Implementation Steps:

RAS- Action Step 1 Vertical Alignment of Standards-based Curriculum

Description:

Develop integrated standards-aligned curriculum ensuring vertical alignment K-12.

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

Program Area(s): Professional Education

Supported Strategies:

- Strategy 1: Rigorous and Aligned Curriculum

RAS- Action Step 2 Continuous Evaluation of the K-12 Curriculum

Description:

Create a system for continuous evaluation of the curriculum identified for implementation to ensure total instructional alignment.

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

Program Area(s):**Supported Strategies:**

- Strategy 1: Rigorous and Aligned Curriculum

RAS- Action Step 3 Maintain the district identified curriculum design process

Description:

Maintain the district identified curriculum design process to continuously refine curriculum in grades K-12.

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

Program Area(s): Professional Education

Supported Strategies:

- Strategy 1: Rigorous and Aligned Curriculum

RAS Action Step 4 Professional development to school based personnel on RtIII procedures.

Description:

Administrators will attend workshops with IU, work as an administrative staff to develop District RTII procedures, and provide turn-around the training to staff.

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

Program Area(s): Professional Education

Supported Strategies:

- Strategy 1: Rigorous and Aligned Curriculum
- Strategy 2: Develop a consistent RtII procedures across the district

Goal #2: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: PVAAS growth data based upon PSSA Math and Reading results and Keystone Results

Specific Targets: Positive growth of PVAAS reported grade levels will have met or exceeded the standard for PA Academic Growth

Type: Interim

Data Source: Sept./Jan/ May CDT Results in All Tested Areas

Specific Targets: Positive growth students will meet or exceed projected scores in tested subjects.

Type: Interim

Data Source: STAR and Fountas and Pinnell Reading and Math Benchmarks (Fall/Winter/Spring)

Specific Targets: Positive growth in meeting grade level expectations

Type: Annual

Data Source: PSSA and Keystone Results

Specific Targets: Positive growth towards proficiency in PSSA and Keystone Exams

Strategies:

Formative Assessment Framework

Description:

Integrate a rigorous K-12 assessment framework aligned with common core standards.

SAS Alignment: Standards, Assessment, Curriculum Framework

Implementation Steps:

FAF- Action Step 1

Description:

Revise the district identified formative assessment process to continuously refine instruction.

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

Program Area(s): Professional Education

Supported Strategies:

- Formative Assessment Framework

FAF Action Step 2

Description:

Communicate expectations for implementation of formative assessment practices to monitor student progress. Teachers will collect and analyze data to monitor changes in their instructional strategies.

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

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Formative Assessment Framework

FAF-Action Step 3

Description:

Create and implement effective benchmark assessments aligned to standards.

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

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Formative Assessment Framework

FAF-Action Step 4

Description:

Design a plan to monitor the creation and implementation of effective assessment practices.

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

Program Area(s):

Supported Strategies:

- Formative Assessment Framework

Goal #3: 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: Teacher Effectiveness scores

Specific Targets: 100% of Antietam School District professional staff will achieve Satisfactory evaluations on their annual PA Teacher Effectiveness Model Evaluations

Type: Interim

Data Source: Lesson Plans

Specific Targets: District administrators will conduct on-going review of professional staff lesson plans to ensure consistent implementation of effective practices across all classrooms in each school.

Type: Interim

Data Source: Informal and formal observations of professional staff

Specific Targets: District administrators will conduct on-going formal and informal observations of professional staff to ensure consistent implementation of effective practices across all classrooms in each school.

Strategies:

Strategy 2: Develop a consistent RtII procedures across the district

Description:

Building administrators and district administrators will provide professional development to school based personnel on RtIII procedures.

SAS Alignment: Standards, Instruction

Differentiated Supervision & Evaluation

Description:

Institute a differentiated supervision and evaluation program to support and monitor self-directed and collaborative growth options aligned with the Teacher Effectiveness Framework and district, school and individual goals.

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

Implementation Steps:

DSE- Action 1 K-12 Differentiated Supervision and Evaluation Plan

Description:

Communicate the expectations for implementation of the K-12 established Differentiated Supervision and Evaluation Plan

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

Program Area(s): Teacher Induction, Special Education

Supported Strategies:

- Differentiated Supervision & Evaluation

DSE- Action 2 Professional Learning

Description:

Facilitate professional learning for principals and staff and establish on-going coaching.

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Supervision & Evaluation

DSE- Action 3 Progress Monitoring

Description:

Develop and employ a structure for monitoring progress of implementation.

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

Program Area(s):

Supported Strategies:

- Differentiated Supervision & Evaluation

DSE- Action Plan 4 Professional Development

Description:

The building principals and district administrators will develop and implement on-going professional development training opportunities based upon areas of need identified following formal and informal observations, as well as annual teacher effectiveness model evaluations.

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

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Differentiated Supervision & Evaluation

DSE Action Plan 5- Review of professional staff weekly lesson plans

Description:

The building principals and district administrators will review professional staff weekly lesson plans to ensure consistent implementation of effective instructional practices across all classrooms in each school.

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

Program Area(s): Professional Education

Supported Strategies:

- Differentiated Supervision & Evaluation

DSE Action Step 6- Promote a culturally responsive climate in every school

Description:

Staff and personnel will determine ways of displaying culturally-responsive behaviors and practices.

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

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Strategy 2: Develop a consistent RtII procedures across the district

Appendix: Professional Development Implementation Step Details

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

Strategy #1: Strategy 1: Rigorous and Aligned Curriculum
Strategy #2: Strategy 2: Develop a consistent RtII procedures across the district

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2014	7/1/2018	RAS Action Step 4 Professional development to school based personnel on RtIII procedures.	Administrators will attend workshops with IU, work as an administrative staff to develop District RTII procedures, and provide turn-around the training to staff.	Administrative Staff	2.0	3	40	Administrative Team	School Entity	No

Knowledge Ability to provide differentiation for identified students.

Supportive Research Differentiation of instruction ; RtII Model

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
 Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
 Provides leaders with the ability to access and use appropriate data to inform decision-making.
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

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

Strategy #1: Formative Assessment Framework

Start	End	Title	Description					Type	App.
7/1/2015	7/1/2018	FAF Action Step 2	Communicate expectations for implementation of formative assessment practices to monitor student progress. Teachers will collect and analyze data to monitor changes in their instructional strategies.					School Entity	Yes
	Person Responsible	SH	S	EP	Provider				
	Administrative Team	1.0	4	10	Administrative Team				

Knowledge Teachers will see the alignment of assessments and practice.

Supportive Research Effective instruction aligned with Common Core Standards promotes student achievement.

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 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 School Whole Group Presentation	
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir	Grade Levels Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Joint planning period activities	Evaluation Methods Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans

ensures the consistent implementation of effective instructional practices across all classrooms in each school. **Evaluation**

Start	End	Title	Description				Type	App.
7/1/2015	6/30/2018	DSE- Action Plan 4 Professional Development	The building principals and district administrators will develop and implement on-going professional development training opportunities based upon areas of need identified following formal and informal observations, as well as annual teacher effectiveness model evaluations.				School Entity	Yes
		Person Responsible	SH	S	EP	Provider		
		Superintendent, Building Principals, Supervisor of Special Education, Director of Curriculum Instruction and Technology	1.0	3	20	District staff, BCIU, PaTTAN		

Knowledge Professional staff will gain strategies to implement effective instructional practices across all classrooms in each school

Supportive Research Best practices will be determined based on needs identified through formal and informal classroom observations

Designed to Accomplish

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 classroom teachers, school counselors and education specialists:

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format
Series of Workshops
School Whole Group Presentation
Professional Learning Communities

Participant Roles
Classroom teachers
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
Creating lessons to meet varied student learning styles
Peer-to-peer lesson discussion
Lesson modeling with mentoring
Joint planning period activities

Evaluation Methods
Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Classroom student assessment data
Review of participant lesson plans
Portfolio

ensures the consistent implementation of effective instructional practices across all classrooms in each school. consistent RtII procedures across the district

Start	End	Title			Description			
7/1/2014	7/1/2018	DSE Action Step 6- Promote a culturally responsive climate in every school			Staff and personnel will determine ways of displaying culturally- responsive behaviors and practices.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Building Principal	2.0	2	40	Administrative Team	School Entity	Yes

Knowledge "Teaching with Poverty in Mind", by Eric Jensen was used to promote an understanding of cultural responsiveness in the classroom.

Supportive Research Brain-based research on students in poverty.

Designed to Accomplish

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

For classroom teachers, school counselors and education specialists: Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. 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.

Training Format	Series of Workshops Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel	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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey

District Level Affirmations

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

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

Affirmed by David Stauffer on 12/17/2014

Board President

Affirmed by Larry Mayes on 12/16/2014

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.

Affirmed by David Stauffer on 6/19/2014

Board President

Affirmed by Larry Mayes on 3/26/2014

Superintendent/Chief Executive Officer