

New Castle Area SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

420 Fern St
New Castle, PA 16101-2596
724-656-4756
Superintendent: Debra A. DeBlasio
Director of Special Education: John Mozzocio

Planning Process

The planning team consisted of a central leadership team along with a Comprehensive Planning Committee made up of teachers, administrators and community representatives. It was announced at various public board meetings and at building level meetings that the district was looking for volunteers for the Comprehensive Planning committee. Each building level administrator also emailed the staff for volunteers.

The central leadership planning team continued to meet with the superintendent to key information, deadlines, meeting dates and role assignments. Then, the Comprehensive Planning Committee brainstormed ideas for reviewing our previous strategic plans and discussed updating several components such as Vision, Mission Statement, Shared Values and the Educational Community.

Throughout 17-18 school year during the weekly meetings at central office, the superintendent discussed various parts of the comprehensive plan that generated discussion and assigned tasks to the leadership team. The team meets on Monday's at 10 a.m. Sometimes these meetings turned into work sessions.

In August 2018 the principals came together and worked on the district's vision, mission, shared values - questioning where we are and where we want to be in the future. Then on October 2nd, the Admin Team reviewed and discussed guiding questions related to standards, curriculum, instruction, assessment, safe and supportive schools, material and resources and professional development in order to develop the action plan.

In October 2018, the District swore in a new superintendent Mrs. Debra A. DeBlasio. With this new appointment, we asked for an extension to the original deadline, so that she had enough time to help draft the District's new mission, vision and values. The Comprehensive Planning Committee planning team reviewed the the draft versions of the vision and mission statements and building level plans and worked collaboratively on a final product.

In January 2019, the Administrative Team met to solidfy components of the plan prior to having it reviewed by the committee and school board.

The Comprehensive Plan was reviewed by the entire comprehensive planning committee on January, 22nd.

The Comprehensive Plan was presented to the School Board in January and put on public review.

The Comprehensive Plan was on display for 28 days prior to board approval and made available at the District Administrative Office and on the website.

The School Board of Directors voted to approve the plan on February 19, 2019.

Mission Statement

The mission of the New Castle Area School District is to create a safe and respectful learning environment, fostered by collaborative community partnerships, where all students will develop necessary skills both academically and socially that will prepare future-ready life-long learners who will become productive citizens and resilient leaders in a global society.

Vision Statement

The vision of the New Castle Area School District is to provide a safe, respectful learning community for students that embraces diversity, promotes a high-quality academic program, and supports the development of the "whole child." Through use of research-based best practices, state-of-the-art resources, and relevant curricula designed to meet individual needs, the learning environment will enable students to maximize their academic potential while preparing them to be future-ready learners and resilient leaders in a global society.

Shared Values

We Believe That:

- All students have the potential to learn and deserve the opportunity to receive a high quality education that challenges them to think deeply and critically.
- Learning is a life-long journey supported through "whole child" development both at home and school.

- Social and emotional learning will help students and staff manage emotions, set positive goals, and build meaningful relationships through empathy and understanding.
- Educational excellence is achieved through the collaborative efforts of students, family, school, and community.
- Academically, socially, and athletically we empower students to explore their talents and creatively shape their own future.
- Students must be respectful, responsible and resilient life-long learners in order to be productive citizens.
- Career readiness, awareness and exploration is essential for students of all ages to better prepare them to be productive citizens in this global society.
- Technology is a vital tool that can transform and personalize teaching and learning experiences for all students at all levels prek-12.

Educational Community

Educational Community & School Climate

New Castle Area School District is a urban public school district located in Lawrence County, Pennsylvania, which is located approximately 45 miles north of Pittsburgh. The district serves the city of New Castle and Taylor Township. New Castle Area School District encompasses approximately 13 square miles. The 2010 census found the population declined to 24,286 people which has been steadily declining. The District houses approximately 3,200 students and encompasses four schools: Harry W. Lockley, a K-2 early learning center, George Washington, a grade 3-6 intermediate school, a junior high, grades 7 and 8, and a senior high school, grades 9-12. All District k-12 schools are Title I eligible and school-wide. The school district employs 225 educators and 11 administrators.

Community Profile

The City of New Castle represents over 25,000 individuals including the vast majority of the county's minority population and low income/at-risk families. The poor economic conditions have persisted in the region for over 20 years due to the loss of core manufacturing jobs and its related industry. As of 2019, New Castle Area School District is the 13th poorest district in the state of Pennsylvania.

Summary of Academic Programs - District Wide

STEAM Program - Since 2015 the District has implemented a STEAM program district wide. Students in grades k-6 engage in STEAM activities through their 6 day rotation classes. Through maker learning and design thinking, students learn coding/programming, robotics, Novel Engineering, conductive art with circuits, 3D printing and game design. The district is looking to expand these types of learning activities in all content areas and grade levels over the next three years. At the secondary levels, students in grades 7-8 take 9 week rotation courses in various STEAM content areas: Design and Modeling, Tech & Gaming, Automation & Robotics, Novel Engineering, and STEAM CreAtions. The senior high school students have elective offerings in this area. Classes include the following: Graphic Design, Applied and Competitive Robotics, CAD I, II, and III, Introduction to Engineering, Principles of Engineering, Engineering Design and Development, Introduction to STEAM, Game Design, Mobile Game Design, Gaming Programming I, Materials Science, Electronics I, and Computer Science Essentials. Each year we continue to grow our elective courses to better prepare students for the future of work.

College & Career Readiness - In part with Chapter 339 and ESSA regulations, the district has recently adopted and currently implementing college and career readiness, awareness and exploration curricula that is standards aligned. All students in grades k-11 complete minimally two activities and maintain a portfolio filled with artifacts that support their career plan and aspirations. In grades 7-12, students have access to digital resources and information by way of Career Cruising licenses. Additionally, all students in the junior high school must take a College and Career Readiness course as a 9 week rotation class.

1:1 Technology and Digital Citizenship - The district realizes the importance of technology use by students and staff members in order to transform teaching and learning. With that goal in mind, the District is currently exploring a 1:1 technology (Chromebook) initiative in grades 4-6. Each year the district has plans to grow this program, with next year expanding to grade 7 and so on. Prior to this implementation, the district adopted a k-12 digital citizenship curricula/program from Common Sense Media. Since then the district maintains it Common Sense District Certification each year by completing required components of the program at all grade levels.

Fit4Life - Serving our youth through in-school, after-school, and summer food programming, the FIT4LIFE program has been implemented over several years through a partnership between the New Castle Area School District, LCCAP, and many Lawrence County youth-serving agencies. FIT4LIFE encompasses multiple program elements and requirements, which will include all aspects of health and fitness using the nationally recognized Fitness for Life comprehensive model. Additionally, nutritional and various physical activities are used to inspire and initiate lifetime healthy living for New Castle youth. New to the district is the Fit4Life Program that is implemented at George Washington Intermediate School. Lawrence County Community Action Partnership (LCCAP) has partnered with George Washington in the implementation of Fit4Life, which is a comprehensive physical fitness/education program to benefit our students in making progress toward meeting state standards for physical education.

The Arts - The Arts are an integral component in the curriculum. Students have the opportunity for hands-on instruction in drawing, painting, mosaics, music, vocals, and theater. Students have a chance to enter the world of media through video production, graphic design, and CAD/CAM. Many of our art courses are embracing STEAM elements and creating art with digital fabrication tools such as vinyl cutters, lazer engravers, 3D printers, and digital software.

Athletics - The New Castle Area School District compliments the academic program with an integral athletic program consisting of:

- Twelve varsity athletic programs.
- Four varsity supplemental programs. (Band, Cheerleading, Candy Canes and Flag Line.)
- Eight Junior varsity and junior high athletic teams.

There are over 400 students participating in these programs. The Athletic Budget is approximately \$570,000. The Athletic Spending Plan is approximately 1.3% of the District's over all budget. The District competes in the Western Pennsylvania Interscholastic Athletic League.

Summary of Academic Programs - Pre-Kindergarden

Croton Pre-K Counts classroom teachers deliver Success For All Curiosity Corner. This developmentally-appropriate program is aligned with PA Early Learning Standards and is approved for use in PA Pre-K Counts programs. Program elements include a strong focus on oral language and vocabulary development through the use of interactive whiteboard compatibility along with integration of videos including Sesame Street Workshop to enhance instruction. Additionally, scaffolds and prompts are built in to help young learners develop cooperative learning along with school procedures and routines along with the integration of social-emotional skills and strategies.

Summary of Academic Programs - Grades k-6

In kindergarten we use best practices to give our students the building blocks for a strong foundation in literacy and mathematics by utilizing Dibels and Success For All. In grades k-6, we have implemented Success for All (SFA) which is a whole-school reform strategy that features research-proven tools, cooperative learning to engage students and collaborative leadership for continuous improvement. We are committed to ensuring that all of our students are proficient readers. SFA will focus on development in fluency, vocabulary, oral-language and written expression. Additionally, we use McGraw-Hill's My Math Program that was built on the common Core Standards and exceeds your expectations of how challenging and engaging an elementary math program can be. My Math, was carefully constructed to help students meet the demands of the Common Core State Standards. Woven throughout the three components of rigor (Conceptual Understanding, Procedural Skill & Fluency, & Application) are woven throughout the program in equal intensity,

allowing students to progress toward a higher level of achievement in meeting the high expectations of the Standards and CCSS Assessments.

k-6 CANES Tutoring Program - Beginning in October and extending throughout the end of May, students at the k-6 levels work with tutors to build up reading, writing and math skills. Individual student data from Dibels, SFA and My Math are used to target curricular areas of focus. Students are provided the tutoring service during the school day as well as after school. Using the 21st Century Grant monies, for the next three years we will be offering an after school tutoring program for 300 students grades k-8. Enrollment will be based on student academic performance data.

Summary of Academic Programs - Grades 7 & 8

New Castle Junior High offers a Common Core aligned curriculum for ELA, Math and Science. World Cultures and U.S. History classes are also required which include Current Event topics and Project Based Learning. Accelerated classes are offered in ELA, Math, Science and U.S. History. Foreign Language classes are offered to those in Accelerated ELA. Students choose from Instrumental, Choral or Theory based Music, as well as Art and Family & Consumer Science offerings. Physical Education and STEAM courses are also provided to all JH students. Social Emotional Learning is implemented into our ELA program, where Novel Engineering is also incorporated.

Summary of Academic Programs - Grades 9-12

Honors Courses offered at New Castle Sr. High School

Honors English I

Honors English II

Honors English III

Honors World Cultures

Honors Biology

Honors Concert Band

Honors Spanish V

Honors French V

Honors Italian V

Honors Calculus

Intro to Engineering

Principles of Engineering

Engineering Design and Development

Computer Science Essentials

Advanced Placement (AP) Courses offered at New Castle Sr. High School:

***CHS - Also College In High School Course**

Advanced Placement Calculus*

Advanced Placement Chemistry*

Advanced Placement English*

Advanced Placement U.S. History*

Advanced Placement Economics*

Advanced Placement Biology*

Advanced Placement Physics

College In High School Courses offered at New Castle Sr. High School:

Expository Comp. & Research

Honors Spanish V

Honors French V

Grades 7-12 CANES Tutoring Program - Beginning in October and extending throughout the end of March, students at the junior high school are provided with a tutoring service in PSSA areas of ELA, Math and Science. In addition, students at the senior high school are provided tutoring and remediation in the Keystone Exam areas of Algebra I, Biology and Literature. We use both the 4Sight and Classroom Diagnostic Tools data to drive these tutoring sessions. Students are provided the tutoring service during the school day and will be scheduled from one of their elective or rotation courses on a periodic routine. Using the 21st Century Grant monies, for the next three years we will be offering an after school tutoring program for 300 students grades k-8. Enrollment will be based on student academic performance data.

College in High School Program through Seton Hill University - New Castle Sr. High School's "College in High School Program" is designed to accelerate top students to college-level academic preparation while taking high level high school courses. The program leads to actual college credits earned for freshmen level courses which are required by most universities. Our students can transfer these credits to the college or university of their choice. New Castle Sr. High School is averaging 62 students per year earning college credits through our relationship with Seton Hill.

The Princeton Review – SAT Prep Course -In an effort to provide students the best possible preparation for the SAT exam, the school district developed a partnership with the renowned Princeton Review. The Princeton Review is a premiere SAT Prep program that focuses on learning how to read effectively, improving vocabulary, strengthening writing, and developing problem solving abilities. To purchase the Princeton Review individually would cost close to \$1,000. New Castle Sr. High School provides this impactful program totally FREE to our students.

PSAT - The District pays the registration fees for all 10th grade students to take the Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT) in October. The PSAT is a national exam that measures academic skills that a student will need for college.

Penn State Talent Search - Funded by the US Department of Education and administered by Penn State University, first generation students in grades 7 -12 have the opportunity to participate in the Penn State Talent Search Program. One of only 452 programs in the country, and one of only 10 in the state of Pennsylvania, the Talent Search program provides additional academic, career, and financial counseling to assist students in successfully completing school and attending college. Presently, 130 students are a part of the program.

District Resources and Financial Data

The New Castle Area School District Board of Directors has an annual budget of approximately 51 m spending plan for the 2018-2019 school year. Over 70% of the District's revenue is derived from the Common Wealth of Pennsylvania and the remaining balance from federal and local funds. The District's assessed value as of June 30, 2018 was \$535,000,000 with current millage set at 17.27. As of June 30, 2018 the District has a reserve balance of \$3,500,000. The District continues to apply for several grants in order to supplement its current spending plan and further supports the resources available for our students.

Planning Committee

Name	Role
Joe Anderson	Administrator : Professional Education Special Education
Dave Antuono	Administrator : Professional Education
Debra DeBlasio	Administrator : Professional Education Special Education Schoolwide Plan

Rich Litrenta	Administrator : Professional Education Special Education
Tabitha Marino	Administrator : Professional Education Special Education
Carol Morell	Administrator : Professional Education Special Education
Brian Popovich	Administrator : Professional Education
Jonalyn Romeo	Administrator : Professional Education Special Education
Emily Sanders	Administrator : Professional Education
Stacey Fleo	Board Member : Professional Education Special Education
Richard DeBlasio	Business Representative : Professional Education
Chuck Sapienza	Business Representative : Professional Education
John Bout	Community Representative : Professional Education
George Gabriel	Community Representative : Professional Education
Tracy Yeropoli	Ed Specialist - Instructional Technology : Professional Education
Kellie Omer	Ed Specialist - School Counselor : Professional Education
Joanna Cochran	Elementary School Teacher - Regular Education : Professional Education
Nakki Mangieri	Elementary School Teacher - Regular Education : Professional Education
Mike Peluso	Elementary School Teacher - Regular Education : Special Education
John Quahliero	Elementary School Teacher - Regular Education : Special Education
Stephanie Relic	Elementary School Teacher - Regular Education : Professional Education
Jen Niles	Elementary School Teacher - Special Education : Special Education
Jessica Patton	Elementary School Teacher - Special Education : Special Education
Russ Carley	High School Teacher - Regular Education : Professional Education
Matt Dado	High School Teacher - Regular Education : Professional Education

Kate Blundo	High School Teacher - Special Education : Special Education
Lori Doran	Instructional Coach/Mentor Librarian : Professional Education
Louis Laurenza	Middle School Teacher - Regular Education : Professional Education
Kristie Miller	Middle School Teacher - Special Education : Professional Education
Joe Ambrosini	Parent : Professional Education
Alyssa DeCarbo	Parent : Special Education
Dave Domenick	Parent : Professional Education
Erin Micco	Parent : Professional Education
Jamie Sabino	Parent : Special Education
John Mozzocio	Student Services Director/Specialist : Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Our elementary school programs are continuing each year to develop literacy activities into our social studies and sciences. We have made ample progress in this area especially with utilizing online resources such as CommonLit.org, Readworks and Newslea. Our teachers have continued to be trained in TDAs that are used across the curriculum. We are still working to align and map each area. As for the family and consumer science component, while we try to incorporate these activities into career and work lessons and life skills, there is not a curriculum map that is used at this level. Finally, just recently as last year the district has had an influx of ESL learners. We are starting to develop an ELL/ESL program and have hired two teachers as our student ESL population has tripled in one year. We are

getting teachers trained, utilizing assistive technology, and networking with other districts who have more experience with successful ESL programs. Our students are all tested using the WIDA program.

Elementary Education-Intermediate Level

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

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

Our elementary school programs are continuing each year to develop literacy activities into our social studies and sciences. We have made ample progress in this area especially with utilizing online resources such as CommonLit.org, Readworks and Newslea. Our teachers have continued to be trained in TDAs that are used across the curriculum. We are still working to align and map each area. As for the family and consumer science component, while we try to incorporate these activities into career and work lessons and life skills, there is not a curriculum map or course that is used at this level. Technology in this building has grown into a 1:1 program for grades 4-6. This has been a focal point for teacher training based on individual needs and readiness levels. Teachers are exploring digital tools that will help personalize learning and give students immediate feedback on formative assessments. Finally, just recently as last year the district has had an influx of ESL learners. We are starting to develop an ELL/ESL program and have hired two teachers as our student ESL population has tripled in one year. We are getting teachers trained, utilizing assistive technology, and networking with other districts who have more experience with successful

ESL programs. Our students are all tested using the WIDA program.

Middle Level

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

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

The Junior High is continuing to target literacy standards in all subject areas as a way to increase student growth and academic achievement. Using TDAs and John Collins approach to writing are just a few strategies the teachers are working on in all content areas to support literacy. PA core standards are being widely implemented and aligned to all curricular units. At the start of next year, the plan is to expand our 1:1 initiative to 7th grade in hopes that technology will continue to enhance and possibly even transform teaching and learning. Teachers are exploring digital tools that will help personalize learning and give students immediate feedback on formative assessments. Finally, just recently as last year the district has had an influx of ESL learners. We are starting to develop an ELL/ESL program and have hired two teachers as our student ESL population has tripled in one year. We are getting teachers trained, utilizing assistive technology, and networking with other districts who have more experience with successful ESL programs. Our students are all tested using the WIDA program.

High School Level

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

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

The Senior High is continuing to target literacy standards in all subject areas as a way to increase student growth and academic achievement. Using TDAs, Reading Apprenticeship Framework, and John Collins approach to writing are just a few strategies the teachers are working on in all content areas to support literacy. PA core standards are being widely implemented and aligned to all curricular units. As more and more technology and devices are filtering into the classrooms, teachers are exploring digital tools that will help personalize learning and give students immediate feedback on formative assessments. We have provided training on how to incorporate digital tools to enhance and transform teaching and learning in all subject areas. Additionally, teachers are continuing to build project based learning activities into their classrooms that focus on 4C's of 21 century skills, Maker Learning and Design Thinking. Finally, just recently as last year the district has had an influx of ESL learners. We are starting to develop an ELL/ESL program and have hired two teachers as our student ESL population has tripled in one year. We are getting teachers trained, utilizing assistive technology, and networking with other districts who have more experience with successful ESL programs. Our students are all tested using the WIDA program.

Adaptations

Elementary Education-Primary Level

Checked answers

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

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

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

Unchecked answers

None.

Middle Level

Checked answers

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

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

Unchecked answers

None.

High School Level

Checked answers

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

Unchecked answers

None.

Explanation for any standards checked:

Grades k-6 have been using the Success For All curriculum that is heavily aligned to the PA Core standards and students are tested every 9 weeks and reading groups are realigned based on results. This program, while implemented with fidelity, is something the district may choose to either expand or eliminate with a supplemental literacy program with digital features and interactive options as we move to 1:1 environment. Grades 7-12 have been working on implementing the Reading Apprenticeship and John Collins' writing framework to better support reading and writing across the curriculum. Departments and grade-level teams continue to work on aligning resources and strategies to support the rigor that comes with the PA core standards implementation. All teachers have been trained in Project Based Learning and over the next few years the district will be training teachers on Maker Learning and Design Thinking in all content areas. As the district continues to grow its STEAM program, elements, strategies, training and equipment continue to evolve as funding becomes available. The JRSR high school houses a robotics lab, engineering lab, Makerspace and Fabrications lab to support student-centered, Project-based, and STEAM activities.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The district will continue to expand upon our curriculum framework by aligning all curricula to the PA core standards. Teachers will work closely with grade level facilitators and administrators by engaging in workshops focused on how to use data from formative and summative assessments to make adjustments to curricula and instruction. Technology enhancements will also help teachers to give a variety of formative assessments that will provide quicker access to data at the classroom level. Teachers will continue to work to integrate Social & Emotional Learning, Maker Learning, Design Thinking and student-centered Project-based Learning in all content areas.

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

Not applicable.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

The district will continue to expand upon our curriculum framework by aligning all curricula to the PA core standards. Teachers will work closely with grade level facilitators and administrators by engaging in workshops focused on how to use data from formative and summative assessments to make adjustments to curricula and instruction. Technology enhancements will also help teachers to give a variety of formative assessments that will provide quicker access to data at the classroom level. Teachers will continue to work to

integrate Social & Emotional Learning, Maker Learning, Design Thinking and student-centered Project-based Learning in all content areas.

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

Not applicable.

Middle Level

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

Processes used to ensure Accomplishment:

The district will continue to expand upon our curriculum framework by aligning all curricula to the PA core standards. Teachers will work closely with grade level facilitators and administrators by engaging in workshops focused on how to use data from formative and summative assessments to make adjustments to curricula and instruction. Technology enhancements will also help teachers to give a variety of formative assessments that will provide quicker access to data at the classroom level. Teachers will continue to work to integrate Social & Emotional Learning, Maker Learning, Design Thinking and student-centered Project-based Learning in all content areas.

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

Not applicable.

High School Level

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

Processes used to ensure Accomplishment:

The district will continue to expand upon our curriculum framework by aligning all curricula to the PA core standards. Teachers will work closely with grade level facilitators and administrators by engaging in workshops focused on how to use data from formative and summative assessments to make adjustments to curricula and instruction. Technology enhancements will also help teachers to give a variety of formative assessments that will provide quicker access to data at the classroom level. Teachers will continue to work to integrate Social & Emotional Learning, Maker Learning, Design Thinking and student-centered Project-based Learning in all content areas.

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

Not applicable.

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.

At the primary buildings, the majority of students participate in the Johns Hopkins University endorsed scientifically research based reading program entitled Success for All. This program is based on the concept of "neverstreaming", which is a concept that strongly promotes inclusion and means that all students receive reading instruction with similarly achieving students. All students receive reading instruction within a select group based on their ability level and the results of assessments that are conducted every 8 weeks. Additionally, this reading instruction is characterized by a daily 90 minute uninterrupted session. The instruction is not only intense, but quite comprehensive in that it targets the elements of good reading instruction as outlined by the National Reading Panel. Due to its outstanding success, the reading program is being expanded through grade 6. Small group and after school tutoring are also provided to some targeted students.

The inclusion programs at the intermediate levels are composed of 6 teams, two at each grade level. Each inclusion team at this level is also composed of a regular education teacher, a special education teacher, and a full-time paraprofessional. By implementing a co-teaching model and using many collaborative techniques, these teams are able to provide services within the realm of the regular education setting. Within this framework, there exists the capability to successfully provide individualized services in the least restrictive environment to the maximum extent possible. The data collected has demonstrated that these children flourish both academically and socially.

At the secondary levels, the spectrum of services is similar in that every attempt is made to ensure that the students with disabilities are included with their same-aged peers to the

maximum extent possible and that they have access to the general education curriculum. All students receive instruction for science and social studies within the regular education classroom. Adaptations and modifications are tailored to each student's needs.

Supplementary aids and services are also provided through co-teaching models and the provisions of paraprofessionals. For the students with the most significant needs direct instruction in reading, grammar and math is provided. At the secondary level a Transition Coordinator assists our students of transition age with appropriate course of study, post-secondary education visitations, the application process, and possible employment opportunities.

Once research based instruction has been delivered to our special needs students within the least restrictive environment, their individualized education program (IEP) goals need to be monitored. The special education department has been utilizing the research based progress monitoring system, AIMSweb. A needs assessment was conducted among the special education teachers on the topic of progress monitoring, the implementation of it, and materials that they were using. Results of the assessments led the district to conduct further research on a recommended comprehensive system. That research led us to the AIMSweb system which includes benchmarking students at grade level in order to compare data to their same aged peers, strategic monitoring of at-risk students, and individualized progress monitoring components. Positive behavior support is supplied through astute classroom observation, the composition of behavior plans, and a strong collaborative effort among teachers, parents, district administrators, and ancillary personnel.

Instruction

Instructional Strategies

Checked Answers

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

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors

Unchecked Answers

- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

Administrators do weekly "3-minute" walk-throughs in each of their assigned buildings. Each month a report is sent from each principal to the superintendent that identifies areas of instructional and curricular strengths and areas of focus. The administrative team will continue to work with union representatives in order to consistently implement all observational components of the Act 82 Educator Effectiveness model. The administrative team will be focusing on the areas of concern by providing teachers with individualized professional development options linked back to observational data. In grades k-6, the district utilizes grade-level facilitators who help teachers with lesson plan development and implementation. They help the building level principals identify areas of weakness and strengths regarding lesson plan design. We also aim to complete digital walk-throughs that will support technology integration at both the teacher and student levels. Principals also supervise and evaluate all teacher SLOs as part of the Act 82 model, thus, they hold individual meetings with teachers to review plans, data and evaluative measures.

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

At this time we do not have a plan for having instructional coaches or department supervisors review lesson plans.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

Differentiated instruction occurs through the SFA core reading program. Students are assessed and placed in homogeneous reading groups across grade levels. Word study also occurs after the 90 minute reading block. Since reading and spelling development occur almost simultaneously, students receive word study at their differentiated instructional level. For 15-20 minutes each day students receive word study while grouped for reading. Self-contained classroom teachers are developing plans to differentiate instruction throughout the remainder of the day. Some utilize the opportunity to instruct small groups of students. These students may be struggling or they may be grouped to do accelerated activities. Special education teachers are instructing students in Math at their appropriate

grade level. HWL primary teachers use a variety of approaches to deliver instruction. Teachers are realizing the importance of student mastery and are developing their pedagogical skills to accommodate the varying learning styles in their classrooms.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

The junior high school has been utilizing 90 minute block scheduling in ELA and Math for more focused time to build on concepts and integrate more project-based learning. We are considering other scheduling options as well. Flexible instructional time is only used with students who get tutored and/or gifted students.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in

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

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

The high school is planning to have more professional development training in the future that will focus on Project-based learning, Maker Learning, Design Thinking, and Technology Integration will help our teachers find strategies to move into a full implementation of these practices. We will continue to dedicated professional development time to having a SAS Portal refresher. Teachers know how to utilize tools in OnHand Schools, an online resource that stores data, to review strengths and weaknesses so they can better personalize learning to meet the individual needs of their students.

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.

When an vacancy comes open the district will honor the teacher's union contract that allows teachers who hold multiple certifications to bid into the position based on seniority. Additionally, if the position is not filled within, they an advertisement is posted in the local paper. Upon hiring the district reviews resumes and other various screening criteria. The administration along with the school board interviews candidates for open positions. In order to qualify for an interview the applicants must have proof that they are highly qualified for the open position. The comprehensive interview panel asks questions regarding the four domains of Danielson's Framework for effective teaching. This allows the candidates to prove to the interview panel that they are the right fit for the district and high qualified. The administration makes a recommendation for hire for the school board to vote on. In order to maintain professionals, the district provides competitive salary and benefits with other schools in the area as well as supports teachers to be life-long learners by offering many professional growth opportunities through out the year. Building level administrators supervise all professional teachers and ensure that by completing walkthroughs and formal observations that the teachers are of high quality.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	27.00	27.00	27.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	6.00	6.00	6.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

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

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

- II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
- III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
 - Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work		X			X	X
Civics and Government		X				X
PA Core Standards: English Language Arts		X	X			X
PA Core Standards: Literacy in History/Social Studies, Science and		X				X

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Textbook Based Assessments	X	X	X	X
Writing Portofolios	X			
Final Exams/Semester Exams			X	X
Keystone Exams (Biology, Literature, Algebra I)			X	X
Term Papers/Research Papers			X	X
Advanced Placement Exams				X
SAT/PSAT				X
ACT				X
ASVAB				X
PSSA		X	X	
Student Projects		X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
SRI	X	X		
Roots Assessments (SFA)	X	X		
My Math Assessments	X	X		
StudyIsland Benchmark Assessments				X
OnHand Schools Benchmark Assessments (Math and ELA)		X	X	
CDTs (Biology, Literature, Algebra I)			X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher Observation	X	X	X	X
Student Journaling/Writing	X	X	X	X
Quizzes (Traditional and Digital)		X	X	X
Essays/Papers		X	X	X
Exit Slips/Classroom work		X	X	X
Student Presentations		X	X	X
Student Projects		X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Dibels	X			
SRI	X	X		
SFA Tutoring Assessments	X	X		
Classroom Diagnostic Tools (CDTs)			X	X
OnHand Schools Benchmark Assessments (Math and ELA)		X	X	

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Administrators and department/grade-level facilitators review teacher gradebooks to analyze and determine that assessments used are aligned to PA core standards, PA academic standards and are varied. Teachers are given feedback during their post conferences during the evaluation process. Teachers at the k-6 levels are given "common planning" time to meet with peers and design common assessments. We will continue to develop performance based assessments as mandated through the SLO process. We will also continue to encourage teachers to use project based assessments.

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.

At this time, we will not be creating local assessments. We will use the state project-based assessments.

Collection and Dissemination

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

At the k-6 levels, grade-level facilitators utilize Member Center, OnHand Reports, PVAAS, First in Math, SRI data tools to collect and analyze student data. From there, during common planning time, teachers review the data and make necessary curricular changes. Every 9 weeks students are placed in different reading groups based on their benchmark assessment data. Also, small group instruction, differentiated instruction, and one-on-one tutoring is also made available for students both struggling and the enriched. For teachers at the 7-12 level, they use programs such as OnHand Schools Benchmarks, Get More Math, CDTs, Study Island, and PVAAS to collect and analyze data. There is a designated "data" team at the secondary level that shares assessment data with the staff during department meetings and faculty meetings. Additionally, all teachers k-12 have access to student data specific to their classroom rosters through OnHand Schools Data Warehouse Tool. Teachers utilize this data when conferencing about students, planning interventions, and revising lesson plans/curriculum.

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.

At all levels the district provides tutoring both in and out of the classroom along with differentiated instruction, inclusion, and small group remediation is also available to all students. Additionally, with the increase of 1:1 technology all teachers are using more digital formative assessments that provide real-time data to the teacher, who, in turn, can provide immediate feedback and provide early interventions and support as needed. The district encourages teachers utilize differentiated instruction and research-based best practices found on the SAS website to meet students on their own learning levels. Students in the k-6 environment are assigned to different levels of reading groups on a 9 week or semester basis depending upon their level of growth and achievement. Teachers use this data to make decisions about grouping and remediation. At the junior high school teachers look at classroom-based assessments and results from CDTs to make decisions about instructional practices used to support student growth and achievement. Focused tutoring is available in the areas of ELA, math, and science for students who are struggling. Students in the high school who are not yet proficient on the Keystone exams have the

option to enroll in an assessment prep course as an elective half credit. They also utilize focused small group tutoring and one on one tutoring. Also, as needed struggling students may be assigned to study island tutorial lessons for extra help.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	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.

With technological advances with educational software programs and data warehousing, the data from standardized assessments and benchmark assessments are collected and broken down into meaningful pieces for teachers to use during their unit and lesson planning. For example, OnHand Schools and SFA Member Center both do a great job honing in on the skills and content that students are not proficient on at grade level. The program can break it down by types of questions and eligible content and assessment anchors that the students need more remediation and support with. Skill deficits that are identified are targeted by tutoring and focused interventions and instructional strategies. Students placement in courses is sometimes dependent upon the assessment data. We want to make sure students achieve success and that we provide academic and behavioral scaffolding to help better support them while in the learning environment.

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

Not applicable.

Distribution of Summative Assessment Results

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

Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board				
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases			X	X
School Calendar	X	X	X	X
Student Handbook				X
Online Grade book Portal	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

After the administrative team has time to review and analyze student testing data, the district communicates the results of standardized summative assessments such as PSSAs, PASA and Keystone Exams with families with a detailed letter from the building level principal and sometimes directs families from our website to PDE sites that shows the district academic profile reports. These results drive many of our meetings during scheduling season, open house, and parent-teacher conferences. Additionally, the data is also formally presented to the school board in their executive session meetings. Finally, the administrative team includes central office and building level principals from all levels comes together each month to action plan around areas we need to improve both academically and behaviorally.

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

When appropriate the district will share summative assessment information and reports during school board meetings, in the student handbooks and course planning guides. Additionally, at the k-2 buildings, with fewer summative assessments do not share information as much at that level.

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 district recognizes that there are many variables that impact student achievement at various levels. We utilize various interventions and remediation opportunities for students

to grow in the areas that they are not proficient.

Professional Development:

The district staff receives professional development in data analysis, differentiated instruction, common core, inclusive practices, cooperative learning, PVAAS predictions, effective literacy strategies, and technology integration. Our administrators encourage teachers to get additional training in areas where students are not proficient. We send teachers to PATTAN, MIU IV, and AIU3 to learn more about TDAs, Assessment Practices, Technology Integration, Learning Targets, Data Digging, and Curriculum Alignment. In 2018, the district has committed time and funding to provide training in additional areas of Project-based learning, Maker Learning, Design Thinking, STEAM, and Social and Emotional Learning. The district embraces innovative practices and encourages students with struggling learners to take risks in the classroom and try new things.

Tutoring During and After School:

The district uses targeted tutoring programs at all grade levels to identify and meet the specific needs of struggling students. After receiving the 21st century after school program grant, the district provides an after school CANES CLUB program to 300+ students from grades 3-12, who are in need of academic support, enrichment, and credit recovery. Starting in 2016 we expanding the CANES club to our K-2 grade levels through additional funding.

Staff Realignment:

At times, administration will look at re-aligning teachers to better support student achievement and growth.

Action Plans:

All building principals create action plans for improving student achievement and growth. Through that work, principals work closely with the central office administrators to implement plans with fidelity and seek support when needed.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E 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	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X

Internet Web-based System for the Management of Student Discipline	X	X	X	X
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Explanation of strategies not selected and how the LEA plans to address their incorporation:

Not applicable.

Screening, Evaluating and Programming for Gifted Students

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

The New Castle Area School District provides a continuum of gifted support services for students in Grades K through 12. The district has increased public awareness and parent procedures for requesting the evaluation for gifted support programs through various media outlets. Annual public awareness is conducted through local newspapers, the district website, the Office of Special Programs Parent Handbook, and the correspondence with local physicians' offices. Gifted Support services are based both on state and federal regulations and complement the comprehensive curriculum the district offers. Communication between the district and parents of identified [gifted students](#) is ongoing.

Students are eligible to be screened and evaluated for gifted support services throughout their academic career, grades K-12. Students are first screened for services by using a process that involves data collection using curriculum based scores, teacher scores, and scores from standardized instruments. If the child passes this portion of the screening, then the district issues a permission to evaluate for further testing.

Once the [parent signature](#) is received for the evaluation then phase two of the process begins. Phase Two consists of a gifted multidisciplinary evaluation in which intelligence and achievement tests may be administered. Multiple criteria are considered including above grade level achievement, rates of acquisition and retention, demonstrated achievement, and high level thinking skills during the evaluation process. Intervening factors are also considered. A decision making matrix is used for this process. Once the scores are obtained from various assessments then point values are assigned to each section. A child's total number of points is taken into consideration for eligibility for gifted support services. Once eligibility has been established, a meeting is held with the Gifted Multidisciplinary Evaluation Team (GMDT), including the parents to outline the child's programming. The resulting [document](#) is called the Gifted Individualized Education Program (GIEP). This document contains the child's present levels of functioning, pertinent strengths and weaknesses, as well as goals/objectives for what his individual plan will entail. The student's grade level determines the scope and nature of the programming. In grades K through 6, students receive gifted support instruction at a central site for one afternoon per week. During this time, students receive Specially Designed Instruction (SDI) based on their strengths. The gifted support teacher also works in conjunction with the regular education staff to ensure enrichment for all gifted students. Lastly, in grade 6 an accelerated classroom gives gifted students the opportunity to flourish. In grades 7 and 8, student schedules are built based on identified individual academic strengths. Students receive specially designed instruction, acceleration, enrichment and/or a combination in one or multiple academic areas, as appropriate. Placement in these areas

is based on class performance, teacher recommendation, parent/student input, standardized test performance, overall grades point average, and/or a placement test administered at the conclusion of the previous academic year. To supplement course options, gifted students receive progress monitoring, coaching, and access to out of school academic competitions such as Forensics, Academic Games, and Robotics. In grades 9 through 12, student schedules become even more diversified and individualized with regards to honors, advanced placement, and college in high school courses. Students are given the flexibility to determine their individual course of study. The GIEP team reviews student choices and determines if additional specially designed instruction, acceleration, or enrichment is needed on an individual basis. Specially designed instruction, enrichment, and acceleration is based on past student performance, classroom grades, standardized test results, teacher recommendation, and parent/student input. Students who have exhausted in-district course offerings can request eligibility for online and/or off campus college courses. In addition to course offerings, gifted students participate in academic competitions, with examples such as Academic Games, Forensics, Junior Academy of Science, Model United Nations, STEAM and invitational competitions at some local colleges. The district does provide continuing professional education in service training for gifted education. The LEA's professional education/in-service plan complies with state law and is incorporated into the district's comprehensive plan. This information is documented using the Act 48 reporting system. The LEA also offers ongoing training and support to teachers when dealing with specific students. Teachers meet informally or during a GIEP meeting to address the individual needs of students.

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

The district does have a process which uses multiple criterion in place for identifying children who are gifted and in need of specially instruction which includes multiple criteria. The strategic plan states that the district operates a comprehensive Instructional Support Program and Child Study in the elementary schools. The process offers a system to provide gifted service for children from regular education through intervention, and supports students into the referral process and possible evaluation and placement into gifted services, if appropriate. To complement the district's emphasis on academic achievement, the District offers a wide range of opportunities for the development of interpersonal skills and individual talents through extra curricular activities and interscholastic athletic programs designed to meet the needs of our students.

- The District uses and reviews the district test results to identify possible gifted students as well as teacher and parent referrals.
- The District complies with the annual public notice requirements. This is published in the newspaper and is placed on the website. It is also posted in buildings. On a yearly basis, non-public schools are notified by the District and local Intermediate Unit of the availability of evaluation and assessment. When there are questions, the non-public schools automatically contact the District with questions as they have contact information for the appropriate personnel.
- There is a multiple criterion process that is used to determine eligibility once permission has been received. This process includes information appropriate to the GMDT.

- As previously stated, the District prepares and disseminates the annual public notice in the newspaper and on the website. It is also posted in buildings.
- The district provides the Notice of Recommended Assignment and procedural safeguards as required.

The District makes referrals for gifted evaluations anytime a student is suspected of being gifted or in need of services and specialized programming by teachers, parents or administration. The District provides parents who suspect that their child is gifted with a form to request a Gifted Multi-Disciplinary Evaluation of their child. The Gifted Multi-Disciplinary Team is formed on the basis of the student's needs and may be comprised of the following (when appropriate): the student's parents, a certified school psychologist, persons familiar with the student's educational experience and performance, a current teacher (especially in the area(s) of the student's giftedness), a gifted education teacher, a person trained in the appropriate evaluation techniques, and if needed, someone familiar with the student's cultural background. When appropriate, the school psychologist uses a nonverbal/language free IQ test when evaluating ELL students.

The District's GMDE's are sufficient in scope and depth to investigate information relevant to the student's suspected giftedness. The District's multidisciplinary evaluation process includes information from the parents, teachers, others who interact with the student on a regular basis, and if appropriate from the student. The District assures that protections-in-evaluation measures are considered when performing an evaluation of students suspected of being gifted. The NCASD prepares a written report which incorporates the information and findings from the evaluation or re-evaluation concerning the student's educational needs and strengths, recommendations as to whether the student is gifted and in need of specially designed instruction, the bases for these recommendations and the names, positions of the GMDT members. If the student is found to be in need of specially designed instruction, the school district recommendation process concludes that the student's need specially designed education and meets the criteria for eligibility. All applicable timelines that apply to the completion of the GMDE are followed. The District's Screening and Evaluation Process includes the following GMDR requirements:

- o Before a change in placement is recommended for the student, gifted students are reevaluated.
- o Gifted students can be re-evaluated at any time under the recommendation of the GIEP team.
- o Reevaluations are developed in accordance with the requirements concerning evaluations in Chapter 16.
- o Reevaluations include a review of the student's GIEP, a determination of which instructional activities have been successful, and recommendations for the revision of the GIEP.

- o The reevaluation timeline for gifted students is 60 calendar days (not inclusive of the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term).

The district does have a process which uses multiple criterion in place for identifying children who are gifted and in need of specially instruction which includes multiple criteria. The strategic plan states that the district operates a comprehensive Instructional Support Program and Child Study in the elementary schools. The process offers a system to provide gifted service for children from regular education through intervention, and supports students into the referral process and possible evaluation and placement into gifted services, if appropriate. To complement the district's emphasis on academic achievement, the District offers a wide range of opportunities for the development of interpersonal skills and individual talents through extra curricular activities and interscholastic athletic programs designed to meet the needs of our students.

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

Following completion of LEA procedure and team discussion, the LEA will use the data collected to provide a summary regarding this topic. The District has developed and implemented procedures for identifying all students who are thought to be gifted. There is a system in place for making parents aware of the district's gifted student services, and how to recommend students for screening. A certified school psychologist administers tests and evaluations/materials to determine giftedness. Criteria for eligibility are not based on IQ scores alone. SASD eligibility criteria include the following multiple criteria:

- o Intellectual Ability (Full Scale IQ or Domain Score IQs)
- o Academic Achievement
- o Class performance (in one or more academic subjects over the last two years)
- o Higher level thinking skills, academic creativity, leadership skills, academic interest, communication skills, foreign language aptitude or technology expertise assessed by a parent and at least one teacher
- o Acquisition & Retention rates

NCASD also considers intervening evidence/factors that may be masking gifted abilities. The District completes the initial evaluation and evaluation report, holds the GWR/RR meeting and provides the parents a copy of the report no later than 60 calendar days after the agency receives written parental consent for evaluation. If there would be a court order or hearing officer mandate that an MDTE be conducted, the timeframe would also be met.

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

All gifted education placements are based on the student's needs and ability. Progress monitoring occurs on a regular basis and is based on the GIEP goals. This ensures that the student is able to benefit meaningfully from the rate, level, and manner of instruction. Gifted support programs include opportunities to participate in acceleration or enrichment that extends beyond the program the student would receive as part of general education. The District monitors and ensures the ability of assigned staff to provide the services required in each gifted student's GIEP. The District adheres to caseload class size requirements.

Developmental Services

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

Explanation of developmental services:

The New Castle Area School District's continued priority is to assure student success.

Developmental Services are integrated into all levels of our educational programs due to the collaboration of the guidance department, administrators, teachers, and faculty.

The district has a full time attendance officer that monitors and works to improve student attendance. Daily, teachers record attendance in each class and parents are notified of their student's absence from school via an electronic phone messaging system. The guidance department works in conjunction with our student assistance program, Core Team, who also work to monitor grades and attendance, as well as behavior. **The Core Team** meets with students who are new to the district to assist with their transition as well as students who are referred to the program by parents, teachers, and administrators for a variety of reasons. The District just recently adopted social and emotional learning as a district wide initiative. **Social and Emotional Learning (Or SEL)** has come to the forefront in education. Social and Emotional learning is a process for

helping children grow and learn important life skills that will help them to one day become effective, productive adults. Social and emotional learning involves the processes of developing competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Educators know these skills are teachable; want schools to give far more priority to integrating such development into the curriculum, instruction, and school culture; and believe state student learning standards should reflect this priority. Teachers also want such development to be available for all students. At NCASD, we believe students who enter school each day prepared to cope with the stress of life, who learn to care for and help one another, who know that kindness matters, who make good choices and who know that from choices come consequences both good and not so good, will do better academically. Teachers will be using the Getting Along Together (GAT) conflict resolution program coupled with Dr. Becky Bailey's Conscious Discipline to set the foundation in place for our early learners. From there, the vision continues at George Washington Intermediate as teachers there are refining their skills through ongoing professional development with our GAT coaches from the Success For All Foundation. Furthermore, similar initiatives are in place at the Junior/Senior High School so that the thread of SEL is consistently woven through our district. At the k-6 levels, another way we try to accomplish these services is through prevention and early intervention. Our schoolwide efforts include a proven research-based reading program that begins in pre kindergarten and continues through grade 6. As well as a new math program that includes a large technology component. Tutors provide individual and small group instruction to the lowest 30% of first grade students and the lowest 20% of 2nd grade students in reading. This is in addition to the **90 minute reading block** where students are homogeneously grouped. In grades 3-6 utilize a **mentoring program** where teachers are paired up with at risk students. The reading program also includes a cooperative learning piece where students are instructed in getting along and this is incorporated throughout the school day and school year. The Junior High school integrates developmental services into all levels of our educational programs. The guidance department, administration, teachers and support staff collaborate in order to receive the appropriate services for our students. The district has a **truancy plan** and a full time attendance officer who monitors and works to improve student attendance. Teachers keep record of daily attendance in each class and parents are notified of absences by our electronic phone messaging system. **Academic counseling and career awareness** is provided by our guidance counselor. The school recently has invested in using a tool called **Career Cruising** which is a digital tool that allows students to take career interest surveys, research and explore careers, and helps them create their own career portfolio and plan. The guidance department works in conjunction with our student assistance program, Core Team, who also work to monitor grades and attendance, as well as behavior. The Core Team meets with students who are new to the district to assist with their transition. They also receive referrals from parents, teachers and administrators for varying issues. To assist with the transition from 6th grade, the Junior high has several transitional activities prior to the beginning of the school year for incoming students. To support the medical needs of all students and monitor that students are in compliance with all health requirements, the school has a full time nurse. The nurse completes the appropriate health screenings, including hearing, vision, height and weight. At the senior high level, **health, wellness, and nutrition is part of our senior high curriculum**.

. Throughout grades 9-12 classes are offered in these areas: PE9-12, Nutrition Plus, Safety Education, and Health. To support the medical needs of all students and monitor that students are in compliance with all health requirements, the school also has a full time

nurse. The nurse also completes the appropriate health screenings such as, hearing, vision, height, and weight. Academic counseling and career awareness and planning is provided by our guidance counselors. To explore future careers throughout their high school experience, students have opportunities to attend a career fair, visit the local Vo-tech school, design resumes and research careers in English classes, and participate in ASVAB testing. The school recently has invested in using a tool called **Career Cruising** which is a digital tool that allows students to take career interest surveys, research and explore careers, and helps them create their own career portofolio and plan. he school has a positive working relationship with local police and fire to develop and continue to improve the emergency and disaster plans. These plans are communicated verbally and in writing with all faculty and staff and practiced and recorded regularly. he school has a full time school resource officer to assist with all planning and drills.

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	
Small Group Counseling-Educational planning		X	X	
Small Group Counseling-Personal and Social Development		X	X	
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

Diagnostic, intervention, and referral services are integrated into all levels of our educational programs. The district has a Special Services Director that works directly with parents, administrators, teachers, and support aides to properly design and administer accommodations and modifications for students based on each student's individual needs. The Special Services Department also works to evaluate students to assess academic skills and place students in appropriate programs. The district monitors the progress of students through our online grading system that is open to both parents/guardians and students, progress reports being mailed home to parents/guardians, and parents-teacher conferences. The student assistance program, Core Team, and guidance counselors also monitor student progress and provide individual counseling through individual meetings with students and student tracking forms that are distributed to teachers. The student assistance program, Core Team, consists of an administrator, state trained teachers, guidance counselors, and outside agencies that meet regularly with students to assist in

many ways, including transition, grades, behavior, and attendance. Parental/guardian consent is needed to participate in the program. All staff has received professional development regarding crisis response and intervention. In all buildings the full time nurses regularly communicate updates regarding proper measures of intervention with actual or potential health problems. The school policy is followed by the nurse to administer medication to students: a form is given each school year explaining the policy that all medication must be brought to the nurse by the parent/guardian and proper forms must be completed. In addition, a form is given to parents/guardians giving them the opportunity to decline a nurse administering any medication during the school day. At the primary center, an in-house program, along with Comprehensive Children and Family Services, Hurricane Builders Program was developed to target a population of children who for the purposes of providing school based behavioral health services on a continuum of care, are defined as being in the Tier 2 and Tier 3 level of need in regard to the scope and intensity of targeted interventions within the Positive Behavioral interventions and Support (PBIS) model. The majority of these students are those who would typically be deemed to be in need of Therapeutic Staff Support (TSS) intervention in the school

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

Consultation and coordination services are integrated into all levels of our educational programs. The attendance officer communicates with parents, administration, and local authorities and courts to reduce truancy. The Special Services Department works to manage all IEPs and 504 plans. Regular meetings are scheduled with the director of special services, special education teachers, non-special education teachers, and parents/guardians. The school calendar allows for frequent staff development such as inservice days and Act 80 days. These days are carefully planned by the administrative team

and include time to collaborate and coordinate services . Alternative education is available as needed for students. We have our own credit recovery and cyber school, NC Cyber Academy coordinating services from Edgenuity as the provider of instructional services. CRAY Challenges is an educational setting for students with challenging behaviors. Communication with parents/guardians and community are always expanded. The school website, online student assignment and grading system, electronic-phone communication system, and mailings all are used to communicate with parents/guardians and the community. Our superintendent keeps in close contact with our local news paper so we are regularly communicating to the community and other agencies through local news. Events such as open house, musicals, business trade shows, art shows, and information sessions for financial aid and college in high school courses are offered throughout the school year that parents/guardians and community members are encouraged to attend.

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

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.

The student assistance program, **Core Team or BOOST**, and guidance counselors also monitor student progress and provide individual counseling through individual meetings with students and student tracking forms that are distributed to teachers. The student assistance program, Core Team or BOOST, consists of an administrator, state trained teachers, guidance counselors, and outside agencies that meet regularly with students to assist in many ways, including transition, grades, behavior, and attendance. Parental/guardian consent is needed to participate in the program. All staff has received professional development regarding crisis response and intervention. Additionally, In grades k-6 teachers have common planning time. In grades 7-12 departments meet a few times a month to discuss students who are at risk. The school counselors collaborate with community outreach programs and help coordinate services for our students who are in need.

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

1. Although the New Castle Area School District does not provide child care services at this time, the district supports the day care providers within the community. The district does have a full day pre-kindergarten through a PreK Counts grant that enrolls approximately 95 students. The District also partners with **Lawrence County Community Action Partnership (LCCAP)**

in the delivery of their PreK and Headstart programs by providing classroom space and professional development opportunities.

2. The District was awarded the **21st Century After School Program**

Grant in the 2014-2015 school year. Because of this opportunity, the District has created, in partnership with many community agencies and business, a C.A.N.E.S. after school tutoring and enrichment program. The program concludes each day with the providing of dinner to all student participants. Partners include the Hoyt Institute of Fine Arts, Lawrence County Drug and Alcohol Commission, New Castle Police Department, Adult Literacy of Lawrence County, public library, and others. We have recently received more funding and have expanded this CANES after school program in grades k-2.

3. The youth workforce development programs are available beginning in grade six.

Students participate in the ASVAB career testing to identify personality traits, skill strengths and weaknesses that align with various career clusters. All students are given multiple opportunities to attend career fairs. With the new regulations with **ESSA and Chapter 339**

we have implemented a k-11 career awareness and readiness program aligned to the PA Career and Work standards. With this program student build a career plan and portfolio by completing and archiving a minimum of 2 artifacts each year. Seniors must complete options such as community service learning, apprenticeships, internships, co-operative learnign experiences, job-shadowing, and industry based certifications. Additionally, all 12th grade students participate in Business Week. Business Week is a one week intensive program highlighting the American free enterprize system. The purpose of the program is to educate and inspire students about business and the American economic system. Additionally we are exploring ways for students to receive industry based certifications to meet requirements of ESSA.

4. The District has a comprehensive during and after school tutoring program. **Targeted tutoring**

is provided to students at all grade levels and focuses on the areas of literacy, mathematics, science and writing. Tutors have been trained in utilizing data warehousing systems such as SFA member center and OnHand Schools.

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.

New Castle Area School District provide students (including students with low socio-economic status, special needs and limited English proficiency) with a Pre-K program (5 classes) centered on educational excellence and directly aligned with the current Pre-K to 3 early learning framework. The district along with collaborators (Child Advocacy, Lawrence County Head Start, IU4 Early Intervention class, Adult Literacy of Lawrence County, Adagio Health, Therapeutic Support for Children and Family Services, and the Success For All Foundation) provide learning opportunities to all students. The percentage of children under the age of 6 living below 300% FPL is 72.5%. The district is located in a suburb 50 miles north of Pittsburgh.

In recent years, the District's school readiness screening assessments indicated nearly half of the children entering kindergarten lack the necessary experiences for developing literacy skills. Through on-going assessments in the Pre-K classrooms, students' strengths, weaknesses and ever-changing skill and concept development will be identified. Additional instructional opportunities will be provided through a Pre-K program that encompasses reading and math instruction, implements early-intervention plans, connects students and families, provides social and health services, addresses nutritional needs, and coordinates comprehensive services with community partners.

The New Castle Area School District provides an in-kind classroom to *Midwestern Intermediate 4* at the Croton Pre K building. This classroom provides early intervention (ages 3-5) and diagnostic services to children and their families not only within the New Castle Community, but throughout the county as well. The school district psychologist meets with the early intervention staff and families to ensure that any student with risk factors and their families transition to kindergarten with assurance that their educational and/or social emotional needs will be met. *Child Advocacy* allows parents an opportunity to become familiar with our program at birth. Children's Advocacy provides the district with a nurse-family partnership, parents as teachers, and early Head Start. The goals of these early childhood prevention programs are to improve teen pregnancy outcomes, child health and development, and families' economic self-sufficiency. These goals are vital to the success of the district's Parent and Family Involvement Team, Cooperative Culture Team, and Community Connections Team which are all part of our district's seamless PreK-6 reading program.

The New Castle Area School District also has a cooperative relationship with *Lawrence County Head Start*. The district invites all LCCAP teachers and aides to participate in all professional development related to the Curiosity Corner part of the reading program. Students and their families are invited to meet with the school transition team (principal, guidance counselor, school nurse) for a question and answer session, and family service workers diligently strive to help families complete district registration forms and bring their students to the kindergarten building to complete a developmental readiness

screening and visit a kindergarten classroom. The district also participates in the kindergarten readiness program with Head Start to get students acclimated to becoming a kindergarten student in the district.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

In the upcoming years we will be forming a curriculum committee to take a look at our current reading, math and science curricula and materials at the k-6 grade levels. We currently have implemented the SFA Reading Wings and Roots and the My Math programs. This may change due to the advancement of online programs that can customize and personalize learning more effectively and our increase of devices in more classrooms.

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

Not applicable.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

George Washington has implemented 3-6 SFA reading program and My Math program. The district is also committed to growing our 1:1 initiative which will give all students a mobile device that will allow for more access and equity among all staff and students to high quality digital resources. In the upcoming years we will be forming a curriculum committee to take a look at our current reading, math and science curricula and materials at the k-6 grade levels. Due to the advancement of online programs that can customize and personalize learning more effectively, we will be looking closely at digital adaptive resources.

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

Not applicable.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The Junior High has a wide range of resources available and keep communication open with area agencies in order to provide the best services for our students. With the implementation and expansion of our 1:1 initiative the Junior High teachers will work to explore high quality digital resources in place of traditional texts as we move forward with new curriculum programs. Due to the advancement of online programs that can customize and personalize learning more effectively, we will be looking closely at digital adaptive resources.

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

Not applicable.

High School Level

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

student motivation, performance and educational needs	
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Provide explanation for processes used to ensure Accomplishment.

After curriculum alignment a team of educators and administrators at the high school works closely with central office administrators to consider a variety of suppliers and review materials before purchasing new ones. Teachers are trained on using these materials and collaborate in department teams. With the implementation and expansion of our 1:1 initiative the teachers will work to explore high quality digital resources in place of traditional texts as we move forward with new curriculum programs. Due to the advancement of online programs that can customize and personalize learning more effectively, we will be looking closely at digital datptive resources.

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

Not Applicable.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district

	classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Not Applicable
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The staff has been provided several trainings on the SAS portal/resources and are now beginning to explore these resources in their curricula. Additionally, many of the resources are focused for the grade levels 3-12 and are not as useful for grades k-2. Some of the standards are not applicable at this grade level and/or they utilize district provided resources.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in

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

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

Further explanation for columns selected "

The staff has been provided several trainings on the SAS portal/resources and are now beginning to explore these resources in their curricula. Some standards are not prevalent in our 3-6 curriculum. Arts and Humanities – We have started to implement arts integration into the classroom with our partnership with the Hoyt Institute, but have not explored resources on SAS. Career Education and Work, Civics and Government, Economics – Social studies has begun working on incorporating more literacy-based instruction and will hopefully utilize more of the SAS resources. Science and Technology and Engineering Education – STEAM resources have been integrated from various suppliers of curricular resources other than SAS. Family/Consumer Sciences is not applicable to GW.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of

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

Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The arts are constantly changing and growing at the junior high we recently have implemented STEAM into many courses and utilize resources from other vendors/programs. We will target the areas of Civics, Government, Environment, Ecology, Health/PE, ESL, and World Language as departments to focus on more specific SAS training and exploration over the next few years. We have been working with Project-based learning and technology integration in all content areas and will work to find resources in SAS that support that pedagogy.

High School Level

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

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

World Language	Implemented in less than 50% of district classrooms
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Further explanation for columns selected "

The staff has been provided several trainings on the SAS portal/resources and are now beginning to explore these resources in their curricula.

Early Warning System

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

Not answered

Professional Education

Characteristics

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

District's Professional Education Characteristics	EEP	E EI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X

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

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

Central office administrators work together with building level administrators to plan out PD for the year. The above topics are addressed during district-wide inservice days as well as during our Act 80 days. During every inservice, workshop, or training, teachers must turn in an exit slip of some kind indicating what they learned in each session. Additionally, most of our professional development is outcome based in that teachers are implementing what they learn about in their classroom practice and curricula. We have been implementing some online learning modules using Blackboard, Google Classroom, and other providers when necessary.

Building level administrators monitor these trainings and report out monthly to the superintendent on how the learning is being implemented.

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

Not applicable.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
11/6/2018 We also trained on Act 115 during this time as well. This will be ongoing and online as the district hires new employees.

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

Questions
The LEA has conducted the training on:
2/9/2017 All members on the Intervention teams in the district 2 hours
1/8/2019 All teachers in grades 3-6 for 1 hour

2/21/2017 K-12 teachers 2 hours
The LEA plans to conduct the training on approximately:
1/30/2020 Complete remaining hours (k-2 = 2; 3-6 = 1hr; 7-12=2hrs) - TBD

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

Questions
The LEA plans to conduct the training on approximately:
3/13/2020 Dates are to be determined for the following training

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

None.

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

The administrative team meets every summer to review state mandates, student data, and teacher needs assessments to create an outline of trainings for the year. A calendar is drafted and at the administrative retreat the team prioritizes professional development

sessions. The administrative team and teacher leaders will work to create a way to evaluate the implementation of PD. This will help use to ensure the effectiveness of the PD initiative.

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

This narrative is empty.

Induction Program

Checked answers

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

Unchecked answers

None.

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

The inductees submit an evaluation completed by their assigned mentor and observational data completed by building-level administrators and submitted for review with the superintendent. At that meeting the superintendent and inductee review the work that was completed during the induction program.

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

Not applicable.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

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

The inductees submit an evaluation completed by their assigned mentor and observational data completed by building-level administrators and submitted for review with the superintendent. At that meeting the superintendent and inductee review the work that was completed during the induction program.

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

Not applicable.

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

A district bulletin is sent out with the following criteria.

Mentor teachers must have the following:

- 3 years of successful teaching experience
- 24 credit hours toward Instructional II certificate
- demonstrated competence in instruction, planning and classroom management
- positive attitude toward the teaching profession
- member of a professional organization
- subject area/grade level appropriate to inductee
- willingness to serve
- completed mentoring service program provided by IUIV or another approved agency

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

Not applicable.

Induction Program Timeline

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

If necessary, provide further explanation.

Not applicable.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

After the components of the induction program are met, the teachers mentor and inductee meet with the superintendent or designee to review the progress and work completed by the new teacher. At the end of the year the inductees and mentors meet with the superintendent or designee to evaluate the outcomes of the program. Each year, the feedback that is received will drive changes in the program. Over the summer the administrative team adjusts the program activities and evaluation process as needed.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.

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

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **667**

Identification Method

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

The NCASD continues to utilize the discrepancy model (DM) for identifying students with specific learning disabilities (SLDs). The discrepancy model assesses whether a substantial difference, or discrepancy, exists between a student's scores on an individualized test of general intelligence and his or her scores obtained for one or more areas of academic achievement.

A student with a specific learning disability is demonstrating achievement in a specific subject area (oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematics calculation, or mathematics reasoning) that is significantly below expectations based on his or her chronological age, measured intelligence, and appropriate educational experiences.

Typically a student's educational achievement is at the same level as his or her ability. When a learning disability is present, the student is not achieving to his or her potential in a content area. When this discrepancy is not due to the effects of another disorder, a lack of appropriate instruction, a lack of English language proficiency, or the effects of a cultural, economic or environmental disadvantage, it is believed that the processing deficit found in the cognitive testing is the reason for this discrepancy. The discrepancy is assumed to be a result of a disability regarding the student's capacity to learn in the associated content area.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

There is no disproportionality in the identification of exceptional children by race or ethnicity. The data for student with disabilities is comparable to those without disabilities in the general population. There is no evidence that children were misidentified by race or ethnicity. Were that to be the case, the district would take immediate steps to ameliorate that.

According to the 2015-2016 Special Education Data Report, the district is composed of a population of students that are 66.4% white, 24.2% black, 2.5% hispanic, and 6.6% multi-racial. Using the data from the same report, the LEA special education population is composed of students that 69.1% white, 22.9% black, 2.4% hispanic, and 5.3% multiracial. The speech/language impairment disability group inside the LEA is higher than the state average. The LEA has a 31.1% rate in this area compared to 15% at the state level. The district houses a primary speech/language impairment classroom. The percentage of students in speech/language support is consistent throughout all Lawrence County School Districts. This percentage of students in need may be based on the socio-economic status of the county.

The District ensures that identification of students for any service is based upon the needs of the student and not upon race/ethnic background. Student performance and instructional practices are monitored through the building administrator. The student's progress is followed within the IEP framework and is reported to the parents regularly as well as reviewed yearly and/or more often as needed. The school psychologist and speech therapists have employed strict screening procedures to identify students with speech/language needs. The district houses a speech/language impairment classroom in addition to itinerant speech/language lessons. Our speech therapists include students into speech programs and services due to environmental concerns such as their family's ability/willingness to provide language opportunities and rich vocabulary as well as the ability/willingness to participate in private speech therapy. The speech therapists provide written input in all of the IEPs justifying their services, specifically addressing how articulation deficits and language delays impact participation in the educational environment.

The District believes that it has an efficient policy and procedure in place to prevent the inappropriate identification of students with disabilities by race/ethnicity through basing decision making solely on the needs of the individual student. At all levels, student progress is reviewed by the staff quarterly at each report card distribution for trends in student performance and the strategies that are being implemented at that building.

The District administrative team is cognizant of the importance of monitoring its identification policies and procedures as well as continually seeking ways to improve student performance. The District seeks ways to accomplish that goal by addressing

weaknesses found by reviewing the research, attending seminars, conferences, and other training offered through PDE, PaTTAN, and/or the Midwestern Intermediate Unit IV.

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?

The New Castle School District works in collaboration with other districts to ensure their students needs are being met when placed in a district run program. The New Castle School District contacts the previous school district who serviced the student and then implements his/her evaluation report and Individual Education Program (IEP) until a meeting is arranged. Once the documents are received, the district has an IEP meeting with agency representatives, caseworkers, and support staff to ensure the student will access the specially designed instruction needed to meet his/her IEP goals and objectives.

Guidelines:

-The collaboration/communication process between host district and facility/institution will take place no later than one business day.

-Host district submits PDE 4605 to the school district of residence and requests educational records for enrollment.

-Host district convenes the IEP team to determine educational placement always considering education in the least restrictive environment (public school) first.

-Host district is responsible for FAPE, child find, reporting progress, appointing a surrogate and communicating with school district of residence.

The IEP team follows LRE protocol to ensure FAPE in the regular education setting that would best meet the student's needs. The district provides a continuum of services in order to service all students in the most appropriate LRE.

Some of the barrier's that may exist include sometimes students may need to be adjudicated to a particular setting i.e. travel distance to some locations, issues with CYS, and or other agencies, fostering connections, understanding of placement process, availability of a more restrictive placement if needed.

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).

The initial contact is made by the incarcerating agency to the district via a telephone call to the Assistant Superintendent's office. Once placed, the Office of Special Services is notified and subsequently regular procedures, based on PA state regulations, concerning eligible students are followed, i.e. permission to re-evaluate is sent, an evaluation is conducted in a timely fashion, notification is sent to the parents, a review of the evaluation report is made, the development of an appropriate IEP is made, and the provision of educational services is begun. The staff at the Lawrence County Jail will notify the district via telephone call and fax that a student has been placed in the facility. The district will contact previous schools and facilities for records. Once records are received that verify special needs, the IEP team will meet and ensure the student is receiving FAPE and all the supports are in place for success. The New Castle School district will follow all procedures and regulations outlined in state and federal code.

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.

Approximately 69.4% of our students are being educated in the general education environment for 80% or more of the school day as compared to the state average of 61.8%. The District provides special education services for 4.6% of students inside the regular class for <40% of their school day compared to the state average of 9.5%. Approximately 5.8% of students are receiving special education programming and services outside of the district compared to the state average of 4.9%. Our focus on full inclusion with the use of supplementary aides and services, professional development, and parent partnering has been the root of our success. The following supplementary aides and services are in place.

Collaboration:

Scheduled time for coplanning and team meetings

- Instructional arrangements that support collaboration (e.g., coteaching, paraprofessional support)
- Professional development related to collaboration

- Coaching and guided support for team members in the use of assistive technology for an individual student
- Scheduled opportunities for parental collaboration
- All school personnel collaborate in the development and delivery of SaS

Instruction:

Providing modified curricular goals

- Providing alternate ways for students to demonstrate learning
- Providing test modification • Providing alternate materials and/or assistive technology (e.g., materials on tape, transcribe text into Braille, large print, alternate computer access)
- Providing instruction on functional skills in the context of the typical routines in the general classroom
- Changing method of presentation
- Using reader services
- Providing research-based supplementary materials
- Providing instructional adaptations (e.g., preteaching, repeating directions, extra examples and nonexamples)

Physical:

Furniture arrangement in environments

- Specific seating arrangements
- Individualized desk, chair, etc.
- Adaptive equipment
- Adjustments to sensory input (e.g., light, sound)
- Environmental Aids (e.g., classroom acoustics, heating, ventilation)
- Structural Aids (e.g., wheelchair accessibility, trays, grab bars)

Social/Emotional:

- Social skills instruction
- Counseling supports
- Peer supports (e.g., facilitating friendships)
- Individualized behavior support plans
- Modification of rules and expectations
- Cooperative learning strategies

Below are some measures used to address the four key components of the Gaskins Settlement. This list is not all inclusive. The district has provided extensive trainings, documents, presentations, instruction, and programming with the four components in mind.

Component #1 Instruction/Curriculum

- SFA - ongoing

- Intervention Strategies for Slow Learners
- PVAAS Training
- CDT Training
- Scholastic Reading Inventory
- Keystone Exams
- PSSA/PASA
- Dibels
- Aimsweb
- SAT, ACT
- STEAM

Component #2 Social/Emotional

- Slippery Rock University maintenance department - service learning for students with autism and intellectual disabilities working with undergraduates at the university.
- Storm Harbor Stables - service learning for students with autism and intellectual disabilities
- NCASD Parent Training on Family School Partnerships - this was a social/emotional community event as well as a training
- De-escalation and safety mechanics training
- OLWEUS Training
- Mindfulness
- Out patient therapy in schools

Component #3 Environmental

- Compass program - Emotional Support program used to return students to their home/school environment
- Developing Legally Correct and Educationally Appropriate IEPs
- Service Learning - 22 community hours for graduation
- Life Skills House - encourages inclusionary practices; regular education students assist
- Backpack Program-sends food home on Fridays with over 400 district students

- Power Up - making healthy choices and focusing on wellness
- Fit 4 Life - partner ship with LCCAP (exposing students to a healthy fruit/vegetable daily)

Component #4 Trainings

- ADHD
- IEP Process (November 2017)
- Common Core and IEPs (November 2017)
- MIU IV trainings are posted and made available in all buildings * Hurricane Tuesdays
- What Parents of Students with Disabilities Need to Know about Assistive Technology - distributed to parents of all NCASD students with AT needs
- Introduction to PATTAN
- Special Services Intervention Packet given to parents at IEP meetings - ongoing

District Supports Ongoing Professional Development for Personnel to Increase Their Capacity to Implement Inclusive Approaches to Education

- We are continuing to train administrators, teaching staff, and families about effective strategies to provide inclusive services.
- There is ongoing involvement with the IU and Technical Assistance Providers.
- Career Center Information Sessions for Transitions
- Vocational and Psychological Services PETS Program (Pre-Employment Transition Services)
- 2014 ADHD Presentation by National Organization CHADD
- 2014 Substance and Trauma exposed Children Training
- 2014 Lawrence County Early Learning Summit, economic development issue
- September of 2014 Classroom-based strategies for students with Autism Curt Springer
- 2014 & 2015 Tri-county Transition Fair at Grove City College
- 2014 Data Summit in Hershey, PA
- 2014 Early Childhood Summit in Hershey, PA

- 2014 All Special Education Staff watched “Neural typical” An Autism documentary
- 2014 & 2016 First Aide Training
- 2014, 2015, & 2016 Personnel PASA Training
- 8/29/14 Effective Classroom Management presented by Dr. Amy Walker
- 10/8/14 Speech Training for Students with Autism, Integrating ABA-based programs
- Summer of 2015 (July 23rd, July 9th) Functional Behavior Analysis (FBA) Training by Ed Douglas
- Summer of 2015 (June 22nd, 23rd, July 21st, July 22nd) Rewrote Direct Instruction Special Education Curriculum at the High School level to align with the Keystone
- 8/18/15 Fiscal Training for IDEA Director of Student Services
- 8/25/15 Training on Truancy Plan for personnel
- 3/8/16, 4/5/16, & 12/12/17 Safety Mechanics Training, presented by MIU IV
- 8/11/15 De-escalation techniques for the transportation company presented by Ed Douglas
- 9/23/15 Language and Literacy by PaTTAN
- 10/14/15 Art for Students with Disabilities by MIU IV
- 10/15/15 Staffing for Graduating Students, presented by Chambers and Weatherby
- 1/14/16 Recognizing and Report Child Abuse
- 1/27/16 Autism 101
- 1/29/16 Lawrence County Transition Counsel Meeting
- 2/9/16 Question, Persuade, Refer- Suicide Prevention Act 71, presented Human Services
- 2/17/16 SRO Security Guard Safety Mechanics Training
- May 2016 Mental Health First Aide Training
- 5/17/16 How SLPs can best serve students with specific reading disorders
- January of 2017 & 2018 UPMC Project SEARCH Open House
- 8/28/17 CPR Training for all paraprofessional staff
- 9/7/17 Indicator 13 Ensuring Success and Compliance

- 9/29/17 Overview of Low Incident Disabilities
- October 2017 Physical Education Training for Students with Autism
- October 11, 2017 Sensitivity Training for Personnel
- 10/16/17 School Bus Driver Training St. Stephens
- 10/17/17 Behavior Modification Training, presented by Scott Senow with MIU IV
- 10/17/17 Duquesne University Leadership Training for Teachers by Connie Moss
- November 2017 Preparation for the Upcoming Audit, Writing Compliant IEP by Karen Chambers
- 11/6/17 Assistive Technology Training MIU IV
- 1/19/18 ALICE Training
- 1/23/2018 Paraprofessionals Roles and Responsibilities, presented by Edna Black with MIU IV

Family Involvement in Inclusive Program Planning

- Teachers and secretaries called parents to remind them of the IEP meetings.
- User friendly website is available to families to access all of our policies and practices.
- All District IEPs will be held at the neighborhood school in order for students to participate in their IEP and transition planning.
- Phone conferences are available for parents who cannot physically attend IEP meetings.
- Resource and attendance officers are available to provide transportation to parents/guardians.
- Local Task Force Parent Workshops
- Career Center Information Sessions for Transitions
- Vocational and Psychological Services PETS Program (Pre-Employment Transition Services)
- 2013 Parent Training on the Special Education Process, presented by Dr. Dennis T. Fair
- 2014 & 2015 Tri-county Transition Fair at Grove City College

- 2014 Parent Transition Night-Mohawk School District
- 2015 Hurricane Builders Program Parent Training
- January of 2017 & 2018 UPMC Project SEARCH Open House
- January of 2018 Care Mobile Parent Training

Positive Behavioral Support Model

- The consistent use of the PBS orientation across buildings. Decelerating suspension/expulsion trends across time.
- Curriculum adoption in areas supportive of PBS (e.g., character education; OLWEUS, safe and drug-free school initiatives).
- Buddy, mentor, and other peer support structures in wide use.

A comprehensive range of services/programs is either available within the New Castle Area School District or by accessing multiple district settings operated under the jurisdiction of the Midwestern Intermediate Unit IV. The district has made a concerted effort to return as many students to district programming and to institute programs that will allow our students to access services within their community. Occasionally, programs are accessed from private institutions or more restrictive settings, only when these levels of services are needed. Foremost to placement is the premise that all decisions regarding special educational support services are based on the following guidelines:

1. The district will ensure that placement decisions are made at the IEP meeting.
2. The district will always consider the regular education classroom first with additional supplemental supports and services as a means of providing services to children. Evidence must be presented that demonstrates that education can not be delivered satisfactorily within the regular education environment.
3. The district will examine the student's full range of needs, including socialization when determining placements.
4. The justifications for placement decisions must be based on a justification that is educational in nature, not for administrative convenience.
5. If a restrictive program is proposed for a student then the key questions that must be entertained are what features make it preferable and can the program be duplicated in the home school district.
6. In the event that a justifiable restrictive placement does occur, then the IEP team must consider other elements of the curriculum and extra curricular activities that can provide for some integration with same aged peers.

Behavior Support Services

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

The district has met the state target concerning student removals. The following figures demonstrates our committment and success to decreasing student removals:

2017 - 2018: 57 removals as of 2/9/18

2016 - 2017: 245 removals

2015 - 2106: 187 removals

2014 - 2015: 183 removals

2013 - 2014: 157 removals

2012 - 2013: 206 removals

2011 - 2012: 183 removals

The behavior policy advocates the use of three (3) tier hierarchical models based upon the best practices cited in the current professional literature. The policy also presents an array of models from which to choose depending upon staff training and type of behaviors that require attention. The three (3) levels of intervention associated with the models are indicated below:

Level I

Good classroom management strategies. (Level I does not require a Behavior Support Program attached to the IEP because the intervention level is at the classroom level.)

Level II

Specific interventions designed for individual students. (Level II requires a Behavior Support Program attachment to the IEP.)

Level III

Very restrictive interventions which can only be considered after Level II interventions are determined ineffective. (Level III interventions require the IEP team to reconvene. Aversive techniques, restraints, or discipline procedures may not be used as a substitute for a behavior support program.

The following aversive techniques of handling behavior are considered inappropriate and may not be used by agencies in educational programs:

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions, constituting a pattern.
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Methods which have not been outlined in an agency's plan.

INTERVENTION LEVELS

Level I

Classroom support traditionally has been associated with discipline, control, or other terms that connote reducing unacceptable student behavior. Support is commonly viewed as a prerequisite to instruction, something that must be accomplished so that teaching can occur. Successful classroom support involves not merely responding effectively when problems occur, but also preventing problems from occurring by creating environments that encourage learning and appropriate behavior. Thus, comprehensive classroom support incorporates both proactive planning and the encouragement of productive behavior as well as reactive planning and responding to unproductive student behavior. Proactive classroom support activities involve the establishment and maintenance of a productive learning environment that fosters high levels of student engagement and prevention of student disruptions. The effectiveness of behavior control strategies is maximized when used in conjunction with preventive methods. Without proactive support methods, behavior-change interventions have limited long-term effectiveness. Pro-social behavior, social problem-solving, affective oral communication strategies are selected to proactive management methods and can serve as behavior support models.

Level II

The twin goals of behavioral intervention are:

- 1. Increase appropriate or adaptive behavior.
- 2. Decrease inappropriate or maladaptive behavior.

The underlying assumption of any behavioral intervention is that students' behavioral problems represent either deficits in adaptive behavior, or excesses in behavior that prove maladaptive in the student's environment. If a student is unable to carry out a required task or behavior because of deficits in prerequisite skills, the task of instruction may be to develop and assist the student in mastering the lacking skills. In contrast, a student may be capable of performing a target skill or behavior but may for some reason, lack the motivation to perform at a level commensurate with ability. In this case, the purpose of instruction should be to provide reasons for use of the appropriate skill. In addition to basic acquisition or performance instruction deficit, consideration must be given to potential interfering behaviors in the design of the behavior support plan and subsequent instruction. This policy will not attempt to list the individual procedures that may be appropriate for specifying problems. However, guidelines/procedures are offered that may increase the likelihood of successful intervention.

- 1. Define the behavior in objective and measurable terms.
- 2. Analyze the problem carefully because behavioral interventions should be tailored to the student, setting, and problem behavior. Analyzing elements in the

environment that are shaping or maintaining the inappropriate behavior makes any plan more likely to succeed.

- 3. Measure the student's behavior before, during, and after an intervention

Baseline

Analysis before an intervention begins serves as the basis for evaluating the nature and extent of the problem.

Formative

Analysis of behavior during the intervention may serve as a basis for altering an inappropriate program.

Summative

Analysis after the intervention serves as a basis for judging effectiveness.

- 4. Be contingent, specific, and immediate with positive, negative, or neutral consequences.
- 5. Choose the least intrusive level of intervention that is likely to be effective.
- 6. Program a "Fair Pair". The addition of any negative component in an intervention should always be accompanied by the introduction of an additional opportunity to earn a positive reward.
- 7. Plan for generalization and maintenance of treatment effects from the outset.

Level III

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

Procedures for developing and implementing Level III interventions are as follows:

1. Use of Physical Restraint: May only be used when the student is acting in a manner as to be a clear and present danger to himself, to other students or to employees, May only be used when less restrictive measures and techniques have proven to be or are less effective, If physical restraint is used, an IEP Team meeting shall convene within 10 school days of the restraint, unless the parent agrees in writing to waive the meeting, to review the current IEP for appropriateness and effectiveness. Additionally, if a student with a behavior plan is referred by the district to a law enforcement agency, the IEP team must update the student's functional behavioral assessment and behavior plan. The use of restraints may not be:

- Ø For the convenience of staff
- Ø As a substitute for an educational program; or
- Ø Employed as a punishment.

The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student or eligible young child is held face down on the floor.

2. Use of Mechanical Restraints: May be employed only when specified by the child's IEP and as determined by a medical professional qualified to make the determination. The use of mechanical restraints must be agreed to by the student's parents.

Emergency Procedures

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

1. 1. Parent/Guardian contact to immediately remove student from school.
2. 2. Notifying police.
3. 3. Notifying mental health.
4. 4. Calling emergency services and ambulance.

The Coordinator of Special Education shall serve as the responsible person for monitoring the implementation of this policy in consultation with the appropriate school principal and under the direction of the Superintendent.

The following trainings have been conducted in the areas of Positive Behavioral Supports (PBSs)/De-escalation Techniques:

- -De-escalation training (paraprofessionals)
- -Crisis Intervention
- -Lawrence County Drug and Alcohol presentation
- -Classroom Management Strategies
- -Functional Behavioral Assessment (FBA) training
- -Behavior Support Plans (teachers) conducted by the IU
- -Administrative trainings on discipline/suspensions
- -Behavior Modules Workshop

The district currently has a partnership with Human Services agency to provide the following mental health services in the New Castle Area School District:

- -Brighter Visions Partial Hospitalization programs located in George Washington Intermediate School for students Grades K-6.
- -Pinnacle Partial Hospitalization program located in the New Castle Senior High School for students in grades 7-12.
- -Out patient counseling in George Washington Intermediate and New Castle Junior / Senior High School

The district currently has a partnership with Comprehensive Children and Family Services to provide mental health and behavior interventions and supports. This agency also provides small group social skills lessons, therapeutic supports, and crisis intervention as needed throughout the school day. Families of children receiving these services are encouraged to participate in regularly scheduled family-based activities provided by Comprehensive Children and Family Services.

At the Harry W. Lockely Early Learning Center, a social worker is able to provide comprehensive school social work to parents, students, and school staff that addresses barriers that limit students from receiving full benefit from their educational experience. The social worker's role includes:

- -serve on student support teams
- -review student records for barriers and intervention
- -conduct parent interviews
- -develop and implement professional development for parents and professionals
- -partner with the District Attendance Officer to address truancy
- -conduct home visits
- -maintain an ongoing liaison with community agencies and other resources to meet students needs

The George Washington Intermediate building and the Junior/Senior High School utilize the services of a Behavior Specialist to provide behavioral interventions in a small group or one-on-one setting.

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.

At the present time the district does not have a significant problem in ensuring the provision of FAPE for any district student. The district does make a concerted effort to provide programming that is seamless in nature and ensure that services are provided in the Least Restrictive Environment. Students who have been identified with disabilities are placed in appropriate educational settings as outlined by the members of the IEP team. These decisions are based on the educational needs of the child. In the event that the district would be unable to provide or secure an appropriate placement, then the district would first contact the Midwestern Intermediate Unit IV for consultation. If the child's program needs can not be met there, then the local interagency coordinator would be contacted so that a CASSP meeting could be scheduled as soon as possible.

The NCASD has also instituted a specific process to resolve barriers and ensure FAPE for students with severe or significant behavioral and emotional concerns. In working collaboratively with our local mental health agency (Human Services Center), we are able to provide both mental health services and educational services through one of our two children's partial hospitalization programs within a matter of days. This process is as follows:

1. A referral call is made to the Office of Special Services.
2. The program supervisor in turn makes a subsequent call to the Human Services Center to determine the status of the child's case.
3. If the child is an active case, then his/her case manager is contacted to schedule a staffing.
4. If the child is not an active case, then the parent is contacted to schedule an initial contact with the agency---this can be done on a walk-in basis.
5. As soon as the staffing occurs then an admission is scheduled with the staff psychiatrist and services begin.
6. This process has been quite successful for the NCASD for several reasons. The first reason is that there is a reduction in the length of wait time for services, and the second reason is that we are able to provide the services within the district, thus eliminating the need for transportation to service sites outside of the district and ensuring the child is placed in the least restrictive environment.

The NCASD is a strong advocate of collaboration with regards to other child servicing agencies. Due to the size of our district, the complexity of cases, and the actual number of cases, the task of providing services can often be a daunting task that cannot be undertaken alone. Many times it truly takes a collaborative effort of more than one agency to assist the district as well as the students and their families to procure the necessary supports and appropriate programming. As an added benefit we invite different agencies to permit a representative from their organization to participate in our school-based teams.

The district will continue to utilize special education funds, district funds, and other resources to provide appropriate educational programming in the least restrictive setting

for eligible students. These funds will also be utilized to permit staff to attend meetings or additional trainings to upgrade their skills. Additionally, the district aggressively utilizes monies gained from the ACCESS program. This ACCESS program has been the lifeline with regards to the provision of many services, additional equipment, and instructional materials. Without it, our ability to provide services would be jeopardized.

In order to maintain a continuum of supports and services the NCASD entertains an active involvement with many of our community agencies. These agencies represent a spectrum of services and are all members of our Child and Adolescent Service System Program (CASSP). These various service providers are Child and Youth Services, Community Alternatives, Comprehensive Family Services, People in Need, Vocational-Psychological Services, Clover Psychological Services, Sharon Regional Center, Belmont Pines, Clarion Psychiatric Center, Drug and Alcohol Services, Juvenile Probation, and the Women's Crisis Shelter. Through our collaborative efforts we strive to ensure that the delivery of services are child centered, family focused, and community based. We have formed partnerships in order to provide training for staff and parents. In the event of a troublesome case, services are readily outlined and easily delivered due to the group's ability to coordinate services through an Interagency Team Meeting.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Lawrence County Corrections Center	Incarcerated	The Lawrence County Corrections Center is located within the borders of the New Castle Area School District. The NCASD provides special education to any inmate school age through 21 that is in need of services. A thorough and specific process is in place between the district and the LCCC personnel. Inmates fill out paperwork regarding their education history and whether or not they would like to receive education while incarcerated. Next, the LCCC liaison submits the paperwork to the district, where the department of special services promptly obtains school records and special education records if applicable on the inmates. The student(s) are then enrolled and instruction begins immediately, along with benchmark and progress monitoring testing. IEP meeting dates and ER/RR, if necessary, are also scheduled and a special education teacher from the district is assigned to any students who have an IEP. Starting in 2017 the district uses Edgenuity an online curriculum provider that provides students online instruction. Several of our highly-qualified teachers monitor students work and progress. We currently have one teacher assigned to facilitate instructional services to the students in addition to the online work. Our guidance counselors are also involved. Special needs students receive small group or one-on-one instruction, as appropriate.	6

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Instruction in the Home	Instruction in the Home	Multiple Disabilities/Medical Fragility	1
Western Pennsylvania School for the Deaf	Approved Private Schools	Hearing Support	2
Neshannock High School	Neighboring School Districts	Multiple Disabilities Support	1
New Horizons	Special Education Centers	Multiple Disabilities Support	2
St. Stephen's/Glade Run	Special Education Centers	Emotional Support	7
Union High School	Neighboring School Districts	Life Skills Support	1
Cray Compass	Other	Emotional Support	22

McGuire Home	Special Education Centers	Multiple Disabilities Support	1
McGuire Home	Special Education Centers	Autistic Support	2
Western PA School for the Blind	Approved Private Schools	Visual Impairment Including Blindness	2
The Rich Center for Autism	Out-of-State Schools	Autistic Support	1
Project SEARCH at UPMC Jameson Hospital	Other	Transition Program	2
Pressley Ridge-Residential	Approved Private Schools	Autistic Support	1
Cray-Horizons	Other	Emotional Support	3
Mercer High School	Neighboring School Districts	Autistic Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	12	0.8
Locations:				
Harry W. Lockley Early Learning Center, JA	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	2	0.2
Locations:				
Harry W. Lockley Early Learning Center, JA	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 9	11	0.7
Locations:				
Harry W. Lockley Early Learning Center, JN	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 9	2	0.3
Locations:				
Harry W. Lockley Early Learning Center, JN	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	6 to 9	3	0.7
Locations:				
Harry W. Lockley Early Learning Center, VW	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 9	5	0.3
Locations:				
Harry W. Lockley Early Learning Center, VW	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	10	0.7
Locations:				
George Washington Intermediate School, AC	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	3	0.3
Locations:				
George Washington Intermediate School, AC	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	10	0.7
Locations:				
George Washington Intermediate School, AJ	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	6	0.3
Locations:				
George Washington Intermediate School, AJ	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	12	0.7
Locations:				
George Washington Intermediate School, BG	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	1	0.3
Locations:				
George Washington Intermediate School, BG	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	9	0.6
Locations:				
George Washington Intermediate School, LD	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	8	0.4
Locations:				
George Washington Intermediate School, LD	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	18	0.8
Locations:				
George Washington Intermediate School, DP	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	1	0.2
Locations:				

George Washington Intermediate School, DP	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	13	0.8
Locations:				
George Washington Intermediate School, MC	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	4	0.2
Locations:				
George Washington Intermediate School, MC	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	7	0.15
Locations:				
New Castle Junior/Senior High, RA	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	17	0.85
Locations:				
New Castle Junior/Senior High, RA	A Junior High School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION*Type: Class**Implementation Date: August 25, 2014**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	10	0.3
Locations:				
New Castle Junior/Senior High, KM	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	12	0.7
Locations:				
New Castle Junior/Senior High, KM	A Junior High School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 25, 2014**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	10	0.3
Locations:				
New Castle Junior/Senior High, JL	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	7	0.7
Locations:				
New Castle Junior/Senior High, JL	A Junior High School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 25, 2014*

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	12	0.7
Locations:				
New Castle Senior High, TR	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	4	0.3
Locations:				
New Castle Senior High, TR	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	11	0.5
Locations:				
New Castle Junior/Senior High, JD	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	5	0.5
Locations:				
New Castle Junior/Senior High, JD	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	13	0.5
Locations:				
New Castle Junior/Senior High, KB	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	5	0.5
Locations:				
New Castle Junior/Senior High, KB	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 30, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	2	0.1
Locations:				
New Castle Junior/Senior High, MB	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	20	0.4
Locations:				
New Castle Junior/Senior High, MB	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	10	0.5
Locations:				
New Castle Junior/Senior High, MB	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 17	15	1
Locations:				

New Castle Junior/Senior High, LH	A Senior High School Building	A building in which General Education programs are operated		
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Program Position #18*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 18	7	1
Justification: This is a 9-12 Autistic Support classroom housed at the NC Jr/Sr High School.				
Locations:				
New Castle Junior/Senior High, JB	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 18	7	1
Justification: This is a 7-12 Autistic Support program housed within the NC Jr/Sr High School.				
Locations:				
New Castle Junior/Senior, BB	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 14	1	0.4
Locations:				
New Castle Junior/Senior High, NP	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 14	11	0.6
Locations:				
New Castle Junior/Senior High, NP	A Junior High School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program*Operator:* School District

PROPOSED PROGRAM INFORMATION*Type:* Class*Implementation Date:* August 25, 2014*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 10	5	0.2
Justification: This is a district run Emotional Support program that serves grades 5 - 6.				
Locations:				
George Washington Intermediate School, PC	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 10	16	0.8
Justification: This is a district run Emotional Support program that serves grades 5- 6.				
Locations:				
George Washington Intermediate School, PC	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2014*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 8	6	1
Locations:				
Harry W. Lockley Early Learning Center, CP	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2014*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 12	8	1
Justification: This is a district run Autistic Support class for grades 3 - 6.				
Locations:				
George Washington Intermediate School, DL	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2014

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 12	14	1
Locations:				
George Washington Intermediate School, JD	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 18	9	0.2
Justification: These services are provided by the IU.				
Locations:				
Various Buildings	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	7 to 13	8	0.14
Justification: These services are provided by the IU.				
Locations:				
Various Buildings	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: August 24, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	1	0.5
Locations:				
Harry W. Lockley, JB	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	5	0.5
Locations:				
Harry W. Lockley, JB	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	14	0.7
Locations:				
George Washington Intermediate School, JG	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	1	0.3
Locations:				
George Washington Intermediate School, JG	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 10	12	0.5
Locations:				
George Washington	An Elementary	A building in which General		

Intermediate School, GP	School Building	Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 10	1	0.5
Locations:				
George Washington Intermedite School, GP	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 30, 2017

Explain any unchecked boxes for facilities questions: This is an approved transfer of entity from the IU IV

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 12	8	1
Justification: This is a intensive program to address severely autistic students. The student were previously placed in programs outside of the district. *This is an approved transfer of entity from the IU IV				
Locations:				
George Washington Intermediate School, JP	An Elementary School Building	A building in which General Education programs are operated		

Program Position #32 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 19	10	1
Justification: The students may have an age range of more than 3 years. If a there is an age range discrepancy, an age range waiver will be issued.				
Locations:				
Cray Challenges	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #33 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Full-Time Special Education Class	Emotional Support	12 to 19	11	1
Justification: Students may be placed in the classroom that has an age discrepancy over 3 years. If this happens, an age range waiver will be issued.				
Locations:				
Cray Challenges	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #34 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 27, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 19	11	1
Justification: Students placed in the program may have more than 3 years of age discrepancy. If this occurs, an age range waiver will be issued.				
Locations:				
Cray Challenges	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologists	Various School Buildings	2
Guidance Counselors	Various School Buildings	4
Supervisor of Special Services	Administration Building	1
Special Services Secretaries	Administration Building	2
District Paraprofessionals	Various School Buildings	55

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Intermediate Unit	7 Hours
Occupational Therapy	Intermediate Unit	25 Hours
Contracted School Psychologist	Outside Contractor	28 Hours
Assistive Technology	Intermediate Unit	0.25 Hours
Dysphagia	Intermediate Unit	0.25 Hours
Adaptive Physical Education	Intermediate Unit	3 Hours

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

The New Castle Area School District continues to struggle with meeting the needs of and maintaining state established achievement proficiency levels in all tested subject areas across multiple grade levels. The district recognizes that because our students are faced with real challenges such as high poverty levels, high transient population, lack of active parent involvement, and other developmental issues they typically perform low on standardized tests. Thus, preventing them from making adequate academic yearly progress. The district is faced with poor performance in its sub groups such as economically disadvantaged (100% free and reduced lunch rate) and black. Additional funding is needed in order to support our students to be successful. Overall, PVAAS growth is inconsistent across all areas and grade levels. While we haven't met state averages, over the past four years our Keystone exam scores have shown slight improvements due to targeted tutoring and curricula alignment but have since hit a plateau. Additionally, with the influx of ESL students, we need to work on building a comprehensive ESL program to support these diverse learners. We have implemented a k-12 STEAM program that will help prepare students for the future of work. We have developed an SEL program to better support students social and emotional needs.

District Accomplishments

Accomplishment #1:

The District is committed to preparing students for the jobs of the future and has addressed this need by fully implemented a k-12 STEAM program that engages students in computer science, robotics, graphic design, gaming, digital fabrications, engineering, maker learning and design thinking.

Accomplishment #2:

The District has creatively repurposed learning spaces in each building to include Novel Engineering Nooks, Robotics Lab, Engineering Lab, Makerspaces, FabLab, and Tech and Gaming room.

Accomplishment #3:

The District has adopted Common Sense Media's digital citizenship curricula in grades k-12 and is a Common Sense Certified District.

Accomplishment #4:

The District has started to implement a 1:1 Chromebook initiative starting with grades 4-6 and plans to expand this each year so that all students in grades 4-12 will have unlimited access to technology.

Accomplishment #5:

As of 2016, the district created NC Cyber Academy and can now offer a local cyber school option for students.

Accomplishment #6:

The District has adopted a Fitness 4 Life initiative and has implemented cutting-edge interactive physical fitness modules which include Wii, computerized spin bicycles, rock climbing walls, ropes course, jump stretch, etc.

Accomplishment #7:

The District has implemented a k-12 College Career Readiness program to meet the needs of ESSA, Chapter 339 and the Future Ready Index. As part of this, the district administers the Preliminary Scholastic Aptitude Test (PSAT) to all 10th grade students.

Accomplishment #8:

Nine Advanced Placement and College in High School courses are offered at the high school.

Accomplishment #9:

The District provides free breakfast (Grab-N-Go) and lunch for all students PreK to grade 12.

Accomplishment #10:

Starting with the 2014-2015 school year, the District has implemented the research-based Olweus, an anti-bullying program.

District Concerns

Concern #1:

The New Castle Area School District is working with an extremely tight budget and has a fund balance of only 3.9m. Looking at future projections, and a declining tax based, the District will have to rely heavily on state and federal funding (however, these funds have also decreased). Therefore, the district needs to investigate alternative revenue options and/or new funding sources like grants, scholarships, sponsorships, and donations in order to continue providing a high quality academic, behavioral and athletic programming to all students in a community with low socioeconomic status.

Concern #2:

With the increasing needs of our diverse student body, personalized learning must become a priority for all students. It is imperative for all classroom instruction to include differentiated instruction, social and emotional learning, continual benchmarking, formative assessments, technology integration, student-centered learning and multiple options for interventions.

Concern #3:

In just the last year, the district's ESL student population has more than quadrupled (from 6 to 28) . The district must hire an ESL teacher and create a comprehensive high quality ESL program that fully aligned that supports all students. Trainings, curricula, and programming will be needed.

Concern #4:

With the recent changes to PSSA, the academic rigor of the transition to PA Common Core standards, the scores for grades 3-8 have decreased (significantly in specific areas, specific grade levels).

Concern #5:

The District continues to work on developing high quality curricula maps that are fully aligned to PA Core Standards and include effective instructional strategies that are research-based.

Prioritized Systemic Challenges

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

Aligned Concerns:

With the increasing needs of our diverse student body, personalized learning must become a priority for all students. It is imperative for all classroom instruction to include differentiated instruction, social and emotional learning, continual benchmarking, formative assessments, technology integration, student-centered learning and multiple options for interventions.

In just the last year, the district's ESL student population has more than quadrupled (from 6 to 28) . The district must hire an ESL teacher and create a comprehensive high quality ESL program that fully aligned that supports all students. Trainings, curricula, and programming will be needed.

With the recent changes to PSSA, the academic rigor of the transition to PA Common Core standards, the scores for grades 3-8 have decreased (significantly in specific areas, specific grade levels).

The District continues to work on developing high quality curricula maps that are fully aligned to PA Core Standards and include effective instructional strategies that are research-based.

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

Aligned Concerns:

With the increasing needs of our diverse student body, personalized learning must become a priority for all students. It is imperative for all classroom instruction to include differentiated instruction, social and emotional learning, continual benchmarking, formative assessments, technology integration, student-centered learning and multiple options for interventions.

In just the last year, the district's ESL student population has more than quadrupled (from 6 to 28) . The district must hire an ESL teacher and create a comprehensive high quality ESL program that fully aligned that supports all students. Trainings, curricula, and programming will be needed.

With the recent changes to PSSA, the academic rigor of the transition to PA Common Core standards, the scores for grades 3-8 have decreased (significantly in specific areas, specific grade levels).

The District continues to work on developing high quality curricula maps that are fully aligned to PA Core Standards and include effective instructional strategies that are research-based.

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: OnHand Schools Data warehouse system which compiles data from multiple sources of summative & benchmark data including CDTs, SRI, PSSA, & Keystones.

Specific Targets: Continuous upward trend in PSSA and Keystone scores both on overall proficiency and student growth in both literacy and mathematics.

Type: Annual

Data Source: Curriculum Mapping for all courses aligned to PA Core Standards and UbD Framework.

Specific Targets: All content area curriculums will be mapped using UBD framework (course overviews, unit plans, assessment tools, and accomodation suggestions). In utilizing UBD framework, all unit plan outlines will reflect PA common core standards, eligible content, and assessment anchors. Curriculum maps will be electronically housed in Google Drive and Local Network Drive.

Type: Interim

Data Source: Classroom Observations/Evaluations both formal and informal data compiled in PAETEP.

Specific Targets: All classroom evaluations will be rated on specific focal points related to the implementation of the standard aligned curriculum; execution of developmentally appropriate instructional strategies,

techniques, and practices; implementation of differentiated instructional programming; and integrated technology utilization.

Strategies:

Data Informed Decisions

Description:

Using multiple sources of data administrators and teachers will be able to make informed decisions about teaching and learning. This strategy will be implemented and monitored within our schools to ensure effective data-driven decisions are being made at all levels. Teachers will be utilizing more digital tools to get formative assessment data in real-time and be able to give students immediate feedback and make changes to teaching and learning more frequently.

SAS Alignment: Standards, Assessment, Instruction

Differentiated Instruction and Personalized Learning

Description:

This strategy will support using student-specific data to customize and personalize instruction and assessments to ensure students are learning at their level. Teachers will use best practices that are researched-based in the classroom as demonstrated in the Danielson Framework.

Utilizing more adaptive technology tools, teachers will be able to customize learning for each individual student. Students will have access to technology so that they can easily access information on the web and utilize collaborative tools such as Google Apps on a regular basis. Teachers will utilize strategies that align with Maker Learning, Design Thinking, Project-based learning and Social Emotional Learning to better support personalized learning where the learner is able to have voice and choice while taking ownership of their own learning journey.

Source: <https://medium.com/personalizing-the-learning-experience-insights/what-is-personalized-learning-bc874799b6f>

Source: <http://danielsongroup.org/framework/> and

Source: https://edu.google.com/?modal_active=none

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

Curriculum Mapping

Description:

Understanding By Design (UbD) is a curriculum mapping framework focused on academic achievement. This research-based strategy, created by educators Grant Wiggins and Jay McTighe and published by the Association for Supervision and Curriculum Development (ASCD). It offers a backward mapping design process that delays planning classroom activities until the unit's goals and essential questions are addressed.

The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:
<http://www.curriculummapping101.com/materials/curriculum-mapping-research>

Source: <http://www.authenticeducation.org/ubd/ubd.lasso>

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

Implementation Steps:

Data Analysis Workshops and Data Team Meetings

Description:

The administrators and lead teachers will be able to access student and school data on a regular basis. The administrators will be able to monitor instructional teams and curriculum implementation as they examine student data using online data tools. Data teams will be created to monitor student growth and lead targeted remediation programs. The district will commit Inservice and Act 80 days for Data Digging each year. Principals will report their action plans to central administrators each year. Additionally, data will be collected through the SLO process, which will promote data discussions between teachers and building level principals.

Evidence of implementation will be agendas, sign-in sheets, logs from OnHand Schools, SLO data.

Start Date: 8/27/2018 **End Date:** 6/1/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Informed Decisions
- Differentiated Instruction and Personalized Learning

*Standards Aligned Curriculum Mapping***Description:**

Continued trainings on PA Core alignment of curriculum mapping and classroom based assessments will be provided to the entire staff. The Superintendent and Principals, along with several lead teachers will attend trainings related to Understanding by Design curricular mapping. From there, the Building Principals will work internally with the lead teachers and content area faculty teams to revise, construct, and update their content area curriculum using the UBD framework. All frameworks will be aligned to PA Common Core Standards and will include course overviews, unit plans, assessment tools, and accommodation plans. These opportunities will be given during common planning times, department meetings, inservice days, and our Act 80 days. Teachers will be trained on the SAS portal and will utilize the site to help with the alignment and integration of the PA Core Standards as well as utilize the many research-based materials and resources.

Start Date: 9/1/2014 **End Date:** 5/4/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Differentiated Instruction and Personalized Learning
- Curriculum Mapping

*Classroom Observations and Walkthroughs Using the Educator Effectiveness Framework***Description:**

Administrators will continue to utilize the Educator Effectiveness Framework as a way to collect objective evidence on Preparation and Planning, Classroom Management, Classroom Instruction, and Professional Responsibilities. At district administration meetings, principals will share

relevant data, patterns, gaps, issues, and successes that they are seeing in all classrooms. Example of specific look fors: Technology Integration, Literacy Skills across the Curriculum, Computational Thinking, 4 C's of 21st century learning, Differentiation, Personalized Learning, Maker Learning, Design Thinking, Project-based Learning, Formative Assessments, and Data use.

Start Date: 8/27/2018 **End Date:** 6/1/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Data Informed Decisions
- Differentiated Instruction and Personalized Learning
- Curriculum Mapping

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

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum Mapping for all courses aligned to PA Core Standards and UbD Framework.

Specific Targets: All content area curricula will be mapped using UBD framework (course overviews, unit plans, assessment tools, and accommodation suggestions). In utilizing UBD framework, all unit plan outlines will reflect PA common core standards, eligible content, and assessment anchors. Curriculum maps will be electronically housed in Google Drive and Local Network Drive.

Type: Interim

Data Source: Classroom Observations/Evaluations both formal and informal data compiled in PAETEP.

Specific Targets: All classroom evaluations will be rated on specific focal points related to the implementation of the standard aligned curriculum; execution of developmentally appropriate instructional strategies, techniques, and

practices; implementation of differentiated instructional programming; and integrated technology utilization.

Strategies:

Differentiated Instruction and Personalized Learning

Description:

This strategy will support using student-specific data to customize and personalize instruction and assessments to ensure students are learning at their level. Teachers will use best practices that are researched-based in the classroom as demonstrated in the Danielson Framework.

Utilizing more adaptive technology tools, teachers will be able to customize learning for each individual student. Students will have access to technology so that they can easily access information on the web and utilize collaborative tools such as Google Apps on a regular basis. Teachers will utilize strategies that align with Maker Learning, Design Thinking, Project-based learning and Social Emotional Learning to better support personalized learning where the learner is able to have voice and choice while taking ownership of their own learning journey.

Source: <https://medium.com/personalizing-the-learning-experience-insights/what-is-personalized-learning-bc874799b6f>

Source: <http://danielsongroup.org/framework/> and

Source: https://edu.google.com/?modal_active=none

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

Curriculum Mapping

Description:

Understanding By Design (UbD) is a curriculum mapping framework focused on academic achievement. This research-based strategy, created by educators Grant Wiggins and Jay McTighe and published by the Association for Supervision and Curriculum Development (ASCD). It offers a backward mapping design process that delays planning classroom activities until the unit's goals and essential questions are addressed.

The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:
<http://www.curriculummapping101.com/materials/curriculum-mapping-research>

Source: <http://www.authenticeducation.org/ubd/ubd.lasso>

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

Character and Social Skill Building Programs - Social Emotional Learning

Description:

Social skills training is not a specific curriculum, but rather a collection of practices that utilize a behavioral approach to teaching preschool children age-appropriate social skills and competencies, including communication, problem solving, decision making, self-management, and peer relations. Social skills training can occur in both regular and special education classrooms.

Social and emotional learning involves the processes of developing competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Educators know these skills are teachable; want schools to give far more priority to integrating such development into the curriculum, instruction, and school culture; and believe state student learning standards should reflect this priority. Teachers also want such development to be available for all students.

(Sources: [Social Skills Training](#))

SAS Alignment: Standards, Curriculum Framework, Instruction, Safe and Supportive Schools

Implementation Steps:

Standards Aligned Curriculum Mapping

Description:

Continued trainings on PA Core alignment of curriculum mapping and classroom based assessments will be provided to the entire staff. The Superintendent and Principals, along with several lead teachers will attend trainings related to Understanding by Design curricular mapping. From

there, the Building Principals will work internally with the lead teachers and content area faculty teams to revise, construct, and update their content area curriculum using the UBD framework. All frameworks will be aligned to PA Common Core Standards and will include course overviews, unit plans, assessment tools, and accommodation plans. These opportunities will be given during common planning times, department meetings, inservice days, and our Act 80 days. Teachers will be trained on the SAS portal and will utilize the site to help with the alignment and integration of the PA Core Standards as well as utilize the many research-based materials and resources.

Start Date: 9/1/2014 **End Date:** 5/4/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies: None selected

Classroom Observations and Walkthroughs Using the Educator Effectiveness Framework

Description:

Administrators will continue to utilize the Educator Effectiveness Framework as a way to collect objective evidence on Preparation and Planning, Classroom Management, Classroom Instruction, and Professional Responsibilities. At district administration meetings, principals will share relevant data, patterns, gaps, issues, and successes that they are seeing in all classrooms. Example of specific look fors: Technology Integration, Literacy Skills across the Curriculum, Computational Thinking, 4 C's of 21st century learning, Differentiation, Personalized Learning, Maker Learning, Design Thinking, Project-based Learning, Formative Assessments, and Data use.

Start Date: 8/27/2018 **End Date:** 6/1/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies: None selected

Social Emotional Training

Description:

Social and emotional learning involves the processes of developing competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Educators know these skills are teachable; want schools to give far more priority to integrating such development into the curriculum, instruction, and school culture; and believe state student learning standards should reflect this priority. Teachers also want such development to be available for all students.

Research-based Resources for SEL Activities will be shared with all educators districtwide. Topics like conscious discipline, kindness matters, getting along together (GAT), and growth mindset are just a few areas we will implement.

Research Documents: LINKS

- [Getting Along Together Teacher Guide](#)
- [Twitter Guide For Educators](#)
- [Conscious Discipline Research Document](#)
- [Class Council Meetings - Making Them Work](#)
- [Teaching Social & Emotional Skills](#)
- [Family Skills Research](#)
- [Conscious Discipline Implementation Guide](#)
- [Ready To Lead](#)
- [CD Research](#)
- [Assessing Teachers Beliefs About SEL](#)
- [SEL In Elementary School](#)
- [The Missing Piece](#)

Start Date: 8/27/2018 **End Date:** 6/1/2021

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

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

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

Strategy #1: Data Informed Decisions
Strategy #2: Differentiated Instruction and Personalized Learning

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/27/2018	6/1/2021	Data Analysis Workshops and Data Team Meetings	<p>The administrators and lead teachers will be able to access student and school data on a regular basis. The administrators will be able to monitor instructional teams and curriculum implementation as they examine student data using online data tools. Data teams will be created to monitor student growth and lead targeted remediation programs. The district will commit Inservice and Act 80 days for Data Digging each year. Principals will report their action plans to central administrators each year. Additionally, data will be collected through the SLO process, which will promote data discussions between teachers and building level principals.</p> <p>Evidence of implementation will be agendas, sign-in sheets, logs from OnHand Schools, SLO data.</p>	District level administrators and building principals	2.0	2	225	OnHand Schools	School Entity	Yes

Knowledge Data analysis to drive instructional practices

Supportive Research Data-based Decision Making

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

Participant Roles

Dir

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex
- School counselors
- 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	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Joint planning period activities</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>
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LEA Goals Addressed:	<p>Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.</p> <p>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</p>	<p>Strategy #1: Differentiated Instruction and Personalized Learning</p> <p>Strategy #2: Curriculum Mapping</p>
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Start	End	Title	Description
9/1/2014	5/4/2021	Standards Aligned Curriculum Mapping	Continued trainings on PA Core alignment of curriculum mapping and classroom based assessments will be provided to the entire staff. The Superintendent and Principals, along with several lead teachers will attend trainings related to Understanding by Design curricular mapping. From there, the Building Principals will work internally with the lead teachers and content area faculty teams to revise,

construct, and update their content area curriculum using the UBD framework. All frameworks will be aligned to PA Common Core Standards and will include course overviews, unit plans, assessment tools, and accommodation plans. These opportunities will be given during common planning times, department meetings, inservice days, and our Act 80 days. Teachers will be trained on the SAS portal and will utilize the site to help with the alignment and integration of the PA Core Standards as well as utilize the many research-based materials and resources.

Person Responsible	SH	S	EP	Provider	Type	App.
District level administrators and building principals	2.0	3	250	LEA	School Entity	Yes

Knowledge	SAS aligned resources and PA core standards alignment with curriculum maps and assessments following the UbD Framework.
Supportive Research	Standards Aligned System, Curriculum Mapping, Differentiated Instruction
Designed to Accomplish	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For classroom teachers, school counselors and education specialists:	
For school and district administrators, and other educators seeking leadership	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s

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

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

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Paraprofessional 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)
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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	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
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- discussion
 - Joint planning period
- activities
 - Journaling and reflecting

LEA Goals Addressed:

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

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

Start	End	Title	Description
9/1/2014	5/4/2021	Standards Aligned Curriculum Mapping	Continued trainings on PA Core alignment of curriculum mapping and classroom based assessments will be provided to the entire staff. The Superintendent and Principals, along with several lead teachers will attend trainings related to Understanding by Design curricular mapping. From there, the Building Principals will work internally with the lead teachers and content area faculty teams to revise, construct, and update their content area curriculum using the UBD framework. All frameworks will be aligned to PA Common Core Standards and will include course overviews, unit plans, assessment tools, and accommodation plans. These opportunities will be given during common planning times, department meetings, inservice days, and our Act 80 days. Teachers will be trained on the SAS portal and will utilize the site to help with the alignment and integration of the PA Core Standards as well as utilize the many research-based materials and resources.

Person Responsible	SH	S	EP	Provider	Type	App.
District level administrators and building principals	2.0	3	250	LEA	School Entity	Yes

Knowledge SAS aligned resources and PA core standards alignment with curriculum maps and assessments following the UbD Framework.

Supportive Research Standards Aligned System, Curriculum Mapping, Differentiated Instruction

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.

For classroom teachers, school counselors and education specialists:

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.

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

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

Offsite Conferences

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Paraprofessional 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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities Journaling and reflecting	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

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective

instructional practices across all classrooms in each school.

Start	End	Title	Description				
8/27/2018	6/1/2021	Social Emotional Training	<p>Social and emotional learning involves the processes of developing competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Educators know these skills are teachable; want schools to give far more priority to integrating such development into the curriculum, instruction, and school culture; and believe state student learning standards should reflect this priority. Teachers also want such development to be available for all students.</p> <p>Research-based Resources for SEL Activities will be shared with all educators districtwide. Topics like conscious discipline, kindness matters, getting along together (GAT), and growth mindset are just a few areas we will implement.</p> <p>Research Documents: LINKS</p> <ul style="list-style-type: none"> • Getting Along Together Teacher Guide • Twitter Guide For Educators • Conscious Discipline Research Document • Class Council Meetings - Making Them Work • Teaching Social & Emotional Skills • Family Skills Research • Conscious Discipline Implementation Guide • Ready To Lead • CD Research • Assessing Teachers Beliefs About SEL • SEL In Elementary School • The Missing Piece 				
	Person Responsible	SH	S	EP	Provider	Type	App.

District, Building Principals, Facilitators	2.0 0	10	225	District	School Entity	Yes
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Knowledge

Equipping teachers with the necessary social and emotional training skills so that they can be more effective in teaching diverse learners in an inclusive setting.

Supportive Research

<https://www.cfchildren.org/about-us/what-is-sel/>

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

- Series of Workshops
- School Whole Group Presentation
- Department Focused Presentation
- Online-Asynchronous
- Professional Learning Communities
- Offsite Conferences

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional 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	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of participant lesson plans

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Stacy Fleo on 4/9/2018

Board President

Affirmed by John J Sarandrea on 4/9/2018

Superintendent/Chief Executive Officer