

Susquehanna Community SD

District Level Plan

07/01/2016 - 06/30/2019

District Profile

Demographics

3192 Turnpike St.
Susquehanna, PA 18847
(570)853-4921
Superintendent: Bronson Stone
Director of Special Education: Joni Miller

Planning Process

The Susquehanna Community School District undertook the required planning process by crafting a committee of diverse stakeholders to work as a "committee of the whole" during the 2014/2015 school year. The committee met between January 2015 and June 2015 to craft the district's required plans. The committee consisted of parents, teachers, administrators, students, business representatives, community representatives, educational specialists and other vested stakeholders. The committee reviewed district and building level student achievement data, demographic information, and evaluated the district's progress towards meeting the benchmarks established in the District Level Guiding Questions. The District's planning committee met a total of five times during the 2014/2015 school year. The committee will meet annually throughout the duration of the plan to celebrate success and make changes where and when necessary.

Mission Statement

The mission of the Susquehanna Community School District is to provide a safe educational environment that will foster in students the development of the knowledge, skills and abilities necessary to become productive members of society.

Vision Statement

The vision of the Susquehanna Community School District is to teach all students to think with reflection, act with compassion and perform with honor and integrity throughout their lives. To achieve this vision, teachers and parents will collaborate to create a learning environment that will be an interactive, enjoyable, collaborative and satisfying experience where all students are given opportunities to demonstrate and apply the concepts, ideas and skills they have learned. Students will learn in a safe, comfortable environment under the direction and facilitation of highly qualified professionals who will instruct and engage through innovative technology, critical thinking, conceptual understanding and advanced problem solving. Students will maintain proficiency and achieve success through the mastery of the Pennsylvania academic standards and comply with school policies and procedures. All Susquehanna Community School District students will be prepared for life after high school as productive members of society.

The district will provide students with a safe, nurturing and accepting culture capable of responding to the needs of a diverse community. The comforting atmosphere of the district will provide an effective environment for teaching, learning, professional collaboration, and community involvement. The district's facilities will be safe, efficient, state-of-the-art, and well-maintained. Resources will be allocated in a responsible manner according to district priorities. Teachers will have the technology resources, instructional supplies and materials to effectively engage and instruct their students. All parents and/or guardians will be active and involved in their child's education in a positive manner. Through ongoing communication teachers and parents will work together to ensure student success. Parents will not only be supportive of the educational process that takes place during the instructional day, but will also promote education at home by establishing regular study times, encouraging reading for pleasure, and teaching responsible behavior. Safety, high levels of student achievement, effective teaching and instruction, financially responsible decisions and community support will be the bricks in the foundation of the Susquehanna Community School District.

Shared Values

All students have potential and can learn.

The family is the first and one of the child's most influential teachers.

Learning is a life-long activity.

The total community is responsible for the success of the educational process.

Our children need to respect and value diversity.

Our children should learn from the past, listen to the present and lead into the future.

We believe that the essence of education is learning how to learn.

All students should be responsible to themselves, their families and their community.

The district is responsible for a safe learning environment.

All children are entitled to equity in access to educational opportunities.

District staff are committed to life-long learning, professional excellence, and serving as role-models for district students.

Educational Community

The Susquehanna Community School District is a rural, K-4 through grade 12 school district located in the northeastern corner of Susquehanna County and in a small portion of western Wayne County in northeastern Pennsylvania. The Susquehanna Community School District covers approximately 102 square miles and serves the following municipalities: Ararat Township, Harmony Township, Oakland Borough, Oakland Township, Susquehanna Depot, Starrucca Borough, Stevens Point, Thompson Borough, and Thompson Township.

The district campus is comprised of two schools which together house approximately 850 students. A superintendent of schools/elementary principal, a high school principal, supervisor of curriculum, instruction and assessment, and a special education coordinator are the administrative resources supporting the tremendous efforts of teachers and students.

The Susquehanna Community Elementary School contains students from K-4 to grade 6 and the Susquehanna Community Jr./Sr. High School contains students in grades 7 through 12. Other than the traditional educational offerings associated with most schools in Pennsylvania, the Susquehanna Community School District has a four-year-old kindergarten program, a dual enrollment program, and offers the Project Lead the Way Program to interested high school students.

The school district is located in an economically depressed region of Susquehanna County. Over 50% of the school district's students qualify for the National School Lunch Program. Less than 2% of the school district students belong to an identified minority group. The school district receives over 70% of its funding from the Commonwealth. Currently, the school district is in good fiscal condition but future cost increases cannot be resolved by increasing property taxes alone. The natural gas industry is starting to grow in this area and the future looks bright for increased job opportunities. Other than the natural gas industry, the bluestone industry is the only other established industry in the area. The communities comprising the school district are blessed to have emergency service resources available. Barnes-Kasson Hospital and two local volunteer fire departments exist within the boundaries of the school district.

Planning Committee

Name	Role
Sara Adornato	Business Representative : Professional Education Special Education
Karyn Armitage	Middle School Teacher - Regular Education : Professional Education Special Education
Johnine Barnes	Community Representative : Professional Education Special Education
Jason Chamberlain	Board Member : Professional Education Special Education
Michele Conklin	Elementary School Teacher - Regular Education : Professional Education Special Education
Beth Davis	Ed Specialist - School Counselor : Professional Education Special Education
Kimberly Dubas	Parent : Professional Education Special Education
Mark Gerchman	Administrator : Professional Education Special Education
David Hansen	Parent : Professional Education Special Education
Nancy Hurley	Community Representative : Professional Education Special Education
Teresa Marino	High School Teacher - Regular Education : Professional Education Special Education

Joni Miller	Administrator : Professional Education Special Education
Jill Parks	Elementary School Teacher - Regular Education : Professional Education Special Education
David Passetti	Business Representative : Professional Education Special Education
Andrea Sanders	High School Teacher - Special Education : Professional Education Special Education
Brent Soden	Middle School Teacher - Regular Education : Professional Education Special Education
Steven Stanford	Board Member : Professional Education Special Education
Bronson Stone	Administrator : Professional Education Special Education
Tammy Stone	Ed Specialist - School Counselor : Professional Education Special Education
Clay Weaver	Board Member : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	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	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Needs Improvement	Needs Improvement
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	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

The district is in the beginning stages of mapping and aligning our curriculums to the Common Core Standards. The focus of the district's professional development over the next four years will be to map and align our four main curriculums to the Common Core Standards and literacy integration. The elementary school's focus has not been on the family and consumer science standards in the primary grade levels. The district has not moved in the direction of developing alternative academic content standards.

Elementary Education-Intermediate 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	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Needs Improvement	Needs Improvement
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	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

The district is in the beginning stages of mapping and aligning our curriculums to the Common Core Standards. The focus of the district's professional development over the next four years will be to map and align our four main curriculums to the Common Core Standards and literacy integration. The elementary school's focus has not been on the family and consumer science standards. The district has not moved in the direction of developing alternative academic content standards.

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	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished

Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	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	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Needs Improvement	Developing
School Climate	Needs Improvement	Developing
World Language	Non Existent	Non Existent

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

The high school began an introduction to the Common Core Standards and literacy integration in the 2011/2012 school year. Future school years will be devoted to mapping and aligning the high school's curriculums to these standards, literacy integration and to the Keystone Exams. The district does not have the financial or human resources to implement a world language program at the middle school level. School climate and interpersonal skills standards are a focus area in the new Comprehensive Counseling Program that was just completed by the district's guidance counselors. The district has not developed alterantive academic content standards in reading or mathematics.

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	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	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	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

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

The high school began an introduction to the Common Core Standards and literacy integration in the 2011/2012 school year. Future school years will be devoted to mapping and aligning the high school's curriculums to these standards, literacy integration and to the Keystone Exams. School climate and interpersonal skills standards are a focus area in the new comprehensive counseling program curriculum recently developed by the school district's guidance counselors. The district has not developed alterantive academic content standards in reading or mathematics.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

The district has not developed, expanded or improved the existing PA academic standards in the above standard areas.

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 curriculum revision and monitoring cycle ensures that all planned courses and their units are aligned with state standards and that student acquisition of the standards are assessed with appropriate assessments. Student results on curriculum-based assessments, benchmark assessments and state assessments are used to determine how effective alignment is between the state standards and the instruction and assessment provided in the classrooms.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

The curriculum revision and monitoring cycle ensures that all planned courses and their units are aligned with state standards and that student acquisition of the standards are assessed with appropriate assessments. Student results on curriculum-based assessments, benchmark assessments and state assessments are used to determine how effective the

alignment is between the state standards and the instruction and assessment provided in the classrooms.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

The curriculum revision and monitoring cycle ensures that all planned courses and their units are aligned with state standards and that student acquisition of the standards are assessed with appropriate assessments. Student results on curriculum-based assessments, benchmark assessments and state assessments are used to determine how effective the alignment is between the state standards and the instruction and assessment in the classrooms.

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

This narrative is empty.

High School Level

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

standards are identified.	
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 curriculum revision and monitoring cycle ensures that all planned courses and their units are aligned with state standards and that student acquisition of the standards are assessed with appropriate assessments. Student results on curriculum-based assessments, benchmark assessments and state assessments are used to determine how effective the alignment is between the state standards and the instruction and assessment provided in the classrooms.

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

This narrative is empty.

Modification and Accommodations

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

Planned instruction within the Susquehanna Community School District contains modifications and accommodations that allow all students to access and master a rigorous standards-aligned curriculum. The modifications and accommodations provided to students are the result of the determination of a student's IEP team or based upon a decision by the RtII team. IEP team and RtII team decisions are shared with all teachers who have a student in need of a modification and/or accommodation. These teams work with the regular education teachers to craft modifications and accommodations that allow the students the access they need to achieve success in a rigorous curriculum.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations

Regular Lesson Plan Review

- Building Supervisors

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

To ensure all teachers are implementing the district's standards-aligned curriculum with fidelity, the district superintendent and school principals conduct informal and formal observations of teachers on a regular basis. All professional staff are evaluated based upon the results of numerous informal and formal classroom observations. Lesson plans are reviewed by building administrators to ensure that they are aligned with the district's planned courses.

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

The Susquehanna Community School District implemented a new differentiated supervision plan in 2013/2014. The plan calls for a formal observation mode, walk-through mode and a portfolio mode. Peer evaluation/coaching and instructional coaching are not utilized by the school district at this time.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

More training in differentiated instruction is needed by teachers to effectively differentiate instruction in the science and social studies courses. This is a future professional development topic.

Elementary Education-Intermediate Level

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

More training in differentiated instruction is needed by teachers to effectively differentiate instruction in the science and social studies courses. This is a future professional development topic.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 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 jr./sr. high school rotates the daily schedule and provides additional remediation periods for students in need.

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 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 jr./sr. high school rotates the daily schedule and provides additional remediation periods for students in need.

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.

The Susquehanna Community School District recruits teachers through media advertisements, and website advertisements. The district conducts three rounds of screenings per teaching vacancy to determine which candidates are the most qualified for the position. Teachers are assigned based upon certification. The building principals assign the most effective teachers to the meet the needs of students who are struggling academically.

Assessments

Local Graduation Requirements

Course Completion	SY 16/17	SY 17/18	SY 18/19
Total Courses	25.00	25.00	25.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	0.50	0.50	0.50
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	6.00	6.00	6.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

Graduation Requirement Specifics

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

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

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	X
Unit Tests	X	X		
Chapter Tests	X	X	X	X
Final Exams			X	X
Keystone Exams				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Work Sampling System	X			
Aimsweb	X	X		
Bracken	X	X		
Test Wiz	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Demonstrations, performances, products and projects	X	X	X	X
Progress monitoring	X	X	X	X
Textbook assessments	X	X	X	X
Fitness assessments			X	X
Teacher developed CBEs	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Qualitative Reading Inventory 4th Edition	X	X	X	X
The Critical Reading Inventory	X	X		
Woodcock Reading Mastery Test	X	X		
CORE Assessing Reading: Multiple Measures	X	X		
Kaufman Test of Educational Achievement	X	X		
DRAs	X	X		
Connors	X	X	X	X
CDT			X	X
WIAT II		X	X	X
WISC IV		X	X	X
Stanford-Binet Intelligence Scales, 5th Ed.	X	X	X	X
Adaptive Behavior Assessment System, 2nd Ed.	X	X	X	X
SAED2	X	X	X	X
Childhood Autism Rating Scale, 2nd Ed.	X	X		
Beery Developmental Test of Visual-Motor Skills	X	X	X	X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				

Intermediate Unit Review				
LEA Administration Review		X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review				
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review	X	X		

Provide brief explanation of your process for reviewing assessments.

Assessments are reviewed by the building principal, Supervisor of Curriculum, Instruction and Assessment, and the Title Coordinator in the elementary school. Assessments are reviewed by the building principal and the Supervisor of Curriculum, Instruction and Assessment in the high school. Committees may be established in each school in the future to review teacher-made 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.

This narrative is empty.

Collection and Dissemination

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

Building principals work with the superintendent of schools to break down assessment data gained from the PSSA and benchmark assessments. Building principals immediately share the information with grade-level and department teams. Teams are then charged with crafting remediation plans to rectify any deficiencies.

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.

Based upon a review of the assessment data, teachers meet in teams to craft classroom, grade-level and student specific remediation action plans. Action plans are submitted to and reviewed by the building principals.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	ML	HS
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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.

Based upon assessment data results, the high school principal, Superintendent and Supervisor of Curriculum, Instruction and Assessment lead teams of teachers in analyzing the data and crafting action plans to remediate class and individual student deficiencies through instructional and if necessary, content resource modifications. This practice needs to be extended to include science and social studies and additional professional development is needed to ensure student mastery is attained.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The school district announces the aggregate results of the PSSA to all district stakeholders through press releases, the district newsletter, district website, school board meetings, and other avenues. Summative individual PSSA results are shared with individual families through letters and parent-teacher conferences while all other individual summative assessment results are shared with parents at parent-teacher conferences, requested e-mails to selected parents, and at requested meetings.

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

The district does not plan on including assessment results on the school calendar or in the students' handbooks. However, placing the tentative dates and/or testing schedules on/in these documents may be a future strategy of the district. Course planning guides may be an option to place aggregate summative assessment data in the future.

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.

Student achievement will continue in the schools of the Susquehanna Community School District through the use of research-based educational practices geared towards improving student achievement. Goals for continued student achievement will continue to be crafted and action plans will be implemented annually to continue the academic progress of district students.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management				
Peer Helper Programs				
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	
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students				
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

All visitors must register at the main office of each building and wear a visitor identification badge. Students and staff members have identification badges but only staff are required to wear them during the school day. Conflict resolution and peer helper programs do not formally exist in the school district for students but these strategies are incorporated into the anti-bullying programs at both schools in the district. A new anti-bullying program called BE A HERO was implemented in grades 3-7 during the beginning of the 2014/2015 school year. The school district does not operate an alternative education program but contracts with other institutions that do. Students in those programs receive counseling as mandated by the Alternative Education For Disruptive Youth Program Guidelines.

Identifying and Programming for Gifted Students

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

Screening

The screening procedure is designed to annually review the general population of students to see which may need further assessment and/or placement in the differentiated services of gifted education. Screening procedures should be comprehensive and yet easy to accomplish.

Nominations for student search may be initiated by teachers, parents, students, or others who may have knowledge of students' learning needs. For each nomination, teachers will observe and collect documentation. The Gifted Identification and Support Team (GIST) will use established rubrics to evaluate the activities. In addition, a Student Referral Data form and other components will be completed that give evidence of the student's motivation and interests. These will assist in a decision that either further assessment is needed, or that the student does not appear to require gifted differentiated services at this time.

If further assessment is recommended, parents should be notified. Information collected for a student not recommended for gifted differentiated services should be placed in the student's Cumulative Record for future reference.

Assessment/Identification

A Gifted Identification and Support Team will be operational at each school, and may include the principal, classroom teachers and/or grade level teachers, and guidance counselors. After the screening process has occurred, and formal referral with documentation has been submitted to the team, identification process is initiated. The primary function of the team is to assess the student information gathered from multiple sources and determine if any specific gifted differentiated services are needed. Data concerning students may be collected from many sources and may include observation of student, student performance, achievement, aptitude, interest, and motivation.

Service Options Match

This is the actual matching of the student with the appropriate service delivery options. This should be done using the criteria for placement specified for each option and the information collected about the student's needs during the student search and review process. Information must match the placement option to ensure the student's needs are taken into account. Some students who may need an individualized program of study may include under achieving gifted students, gifted learners with disabilities, students with high potential who are from culturally diverse or economically disadvantaged families, and highly gifted students. These students are likely to need a variety of service options to address their learning needs and may require an added counseling component as part of their service plans.

Transfer Students

Records of identified gifted students entering Susquehanna community School District will be reviewed by the Gifted Identification and Support Team to determine if gifted differentiated services are appropriate.

Placement Procedures

1. **Establishing the Screening Pool**
 - a. As the school year begins and students' academic needs are assessed, teachers will begin to establish a screening pool. By the end of November of each school year, teachers will submit student names to the Gifted Identification and Support Team (GIST) for screening consideration.
 - b. The Teacher Checklist for Gifted Child Find will be submitted to the Gifted Identification and Support Team.
 - c. As information from other assessment tools (quarterly benchmarks, PSSA data) become available, students will be added that show evidence of high level performance. High level performance would usually be considered to be at the advanced level or above or the 95th percentile.

1. **Assessing the Screening Pool**

- a. Gifted Identification and Support Team (GIST) will determine the immediate need for gifted differentiation. For students who indicate the probability of being identified as gifted learners, regular education teachers may be asked to begin a screening portfolio and any evidence of high level aptitude, achievement, performance, motivation or interest will be gathered. Information will be placed on the Gifted Evaluation Summary.
- b. Multiple criteria must be evaluated by the team before a referral is made. If additional testing is required, The GIST will request permission from parents.
- c. When evaluation is complete, The GIST will determine first whether or not gifted differentiated services are recommended, all data gathered will be filed in the student cumulative record for future use.
- d. When gifted differentiated services are recommended the GIST will need to determine the level of service based upon criteria for placement specified for each level of eligibility. Any gifted differentiated service must be based upon meeting multiple criteria.

1. **Tools for Assessment of Giftedness**

- a. Cognitive Abilities Test
- b. Standardized achievement assessment in reading and/or math
- c. Yearly grade average in subject areas under consideration
- d. Chuska Scale for Rate of Acquisition and Rate of Retention
- e. Gifted Screening Portfolio (teacher input and parent input)

Developmental Services

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

Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			X	X
Case and Care Management	X	X	X	X
Community Liaison				
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans				
Coordination with Families (Learning or	X	X	X	X

Behavioral)				
Home/Family Communication				
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				
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

Alternative education is provided through contracted service providers for junior high and high school students. The district does not employ a community liaison, but rather, distributes information through meetings, media releases and the district's newsletter and website. Building administrators attempt to strengthen relationships between school personnel, parents and communities, but it is not a formalized process.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	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	X	X	X
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

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

Directors				
Newsletters	X	X	X	X
School Calendar				
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

Classroom teachers have multiple vehicles to reach out to individuals providing interventions regarding students who need support. At the elementary level, the Response to Instruction and Intervention program is one way for a student's name to be brought to the various RtII team members who serve in support roles, such as the K-12 counselor, the Elementary Guidance Counselor, the Special Education Supervisor, the School Psychologist, the building principal, and/or the Title I faculty. Additional collaboration at the elementary level is accessed through direct referral forms for counseling, Child Study Team referrals made in writing to the Special Education Coordinator or building principal, and grade level meetings where Title I faculty and the building principal attend.

At the Secondary level, the Student Assistance Program is a functional way for classroom teachers to share concerns regarding students in a safe and confidential manner. The Special Education Supervisor and K-12 counselor lead the Child Study Team process at the secondary level, providing opportunities for classroom teachers to indicate strengths and needs for their students. Teachers also have direct referral opportunities for counselors, nurses, and Special Education administration.

Regarding collaboration between general education classroom teachers and special education teachers, the district has placed this communication and shared responsibility as

a priority, overseen by the Special Education Supervisor. Nearly all Learning Support staff has responsibilities within the general education classroom setting throughout their day. These responsibilities include close collaboration with the general education teachers regarding student performance and curricular implementation.

Community Coordination

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

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

The school district has an Early Learning Committee that meets once per month during the school year. Representatives from the early learning community and a representative from Susquehanna County CARES are on the committee. The district coordinates with parents regarding transportation needs related to before and after school childcare. The district provides an activity bus for after school programs and the after school tutoring that occurs. Northern Tier Youth Workforce coordinates their activities with our high school's guidance office.

Preschool Agency Coordination

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

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

The school district coordinates with Head Start and NEIU #19 to ensure that the identification of preschool children with disabilities occurs. Once identified, the school district works with these two organizations to coordinate learning goals that lead to the full access of the child to the district's kindergarten program. Private prekindergarten programs are addressed by the school district through the Early Learning Committee and through the review of their curriculums by the school district for the purposes of the Earned Income Tax Credit (EITC) scholarships which their students receive through the Community

Foundation of Susquehanna and Wyoming Counties. Transitioning from the home or early childhood center is accomplished by a number of activities. After registration occurs, the district's kindergarten teachers conduct home visits with the students and their families. Parents and their children are given the opportunity to spend time in the kindergarten classrooms in the months that follow the registration. An Early Learning Night is held each year to further support the transition from the home or early childcare center to the district's kindergarten program.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Resources are reviewed by administrators and faculty members before they are adopted by the Board of Education to ensure that they are aligned to the planned course objectives and the PA state standards.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

Resources are reviewed by administrators and faculty members before they are adopted by the Board of Education to ensure that they are aligned to the planned course objectives and the PA state standards.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Teachers and administrators select and review materials to ensure that they are aligned to the planned course objectives and the PA state standards.

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

Resources are not differentiated at the junior/senior high school in all classes. They are differentiated in the English, reading and mathematics classes but not in science and social studies to the same extent. Student electives in the sciences result in differentiation based upon the elective courses they select. During the next curriculum revision cycle for science and social studies, it will be a priority to differentiate materials to ensure the success of all learners.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Teachers and administrators select and review materials to ensure that they are aligned to the planned course objectives and the PA state standards.

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

Resources are not differentiated at the high school in all classes. They are differentiated in the English, reading and mathematics classes but not in science and social studies to the same extent. Student electives in the sciences result in differentiation based upon the elective courses they select. During the next curriculum revision cycle for science and social studies, it will be a priority to differentiate materials to ensure the success of all learners.

SAS Incorporation

Elementary Education-Primary Level

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

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

Further explanation for columns selected "

The district's teachers were provided with an overview of SAS tools and resources during the 2011/2012 school year. Most teachers are currently not using SAS tools at this point in time. SAS tools will be a priority in future years after teachers receive formal training in differentiating instruction. Teachers are not using SAS activities associated with school climate, alternate academic content standards and American School Counselor Association standards at this time. SAS is primarily used a location for accessing the PA standards.

Elementary Education-Intermediate Level

Standards	Status
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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 less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms

	classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

The district's teachers were provided with an overview of SAS tools and resources during the 2011/2012 school year. Most teachers are currently not using SAS tools at this point in time. SAS tools will be a priority in future years after teachers receive formal training in differentiating instruction. Teachers are not using SAS activities associated school climate, alternate academic content standards and American School Counselor Association standards at this time. SAS is primarily used a location for accessing the PA standards.

Middle Level

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

	classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Not Applicable

Further explanation for columns selected "

The district's teachers were provided with an overview of SAS tools and resources during the 2011/2012 school year. Most teachers are currently not using SAS tools at this point in time. SAS tools will be a priority in future years after teachers receive formal training in differentiating instruction. Teachers are not using SAS activities associated with world language, school climate, alternate academic content standards and American School Counselor Association standards at this time. These standards have not been formally included into the district's curriculums at the junior high level. SAS is primarily used a location for accessing the PA standards.

High School Level

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

Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The district's teachers were provided with an overview of SAS tools and resources during the 2011/2012 school year. Most teachers are currently not using SAS tools at this point in time. SAS tools will be a priority in future years after teachers receive formal training in differentiating instruction. Teachers are not using SAS activities associated with school climate, alternate academic content standards and American School Counselor Association standards at this time. These standards have not been formally included into the district's curriculums at the high school level. SAS is primarily used a location for accessing the PA standards.

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	
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.				
Empowers educators to work effectively with parents and community partners.	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.				
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.				
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.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

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

The district conducts a regular needs assessment to determine the professional development needs and interests of the faculty. Student assessment data is analyzed to determine the priority of the professional development activities. Yearly professional development action plans are developed based upon student assessment results from the PSSA and benchmark data analysis. Professional development action plans are crafted with the support of IU #19 personnel.

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

The District needs to provide professional development trainings to ensure that teachers use appropriate assessment techniques to measure student attainment of the academic standards, to help administrators create a culture of teaching and learning, to help administrators effectively manage resources and to empower teachers to work effectively with parents and community partners. These are secondary goals for teachers as the district's main priority will be providing professional development for teachers focused on aligning the curriculums to the Common Core standards and using differentiated instructional activities. The focus of the past two years has been on the Danielson Framework for Teaching and SLO development.

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:
8/22/2014 On-line course
The LEA plans to conduct the required training on approximately:
8/22/2017 On-line course

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:
8/18/2015 2 Hour On-Line Course
The LEA plans to conduct the training on approximately:
8/23/2016 District-wide training warning signs
8/22/2017 District-wide training referral protocols
8/21/2018 District wide training interventions/post incident protocols

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

- 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.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

The district conducts a professional development needs assessment on a regular basis. Teacher survey and student assessment data are analyzed to determine the professional development needs of the faculty. Teachers evaluate the professional development activities and the administrative team annual reviews end of the year assessment data to determine if the professional development had positive benefits to the district's students.

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

More ongoing support for educators is needed between professional development sessions. Internal personnel and IU personnel have provided the vast majority of the district's professional development. The district must develop a systematic process to ensure that providers can meet district professional development needs. Providers are evaluated after the professional development but not beforehand. A rubric needs to be crafted to evaluate different professional development providers and an implementation evaluation must be done prior to commencing professional development activities. The focus of the past two years has been on the Danielson Framework for Teaching and SLO development.

Induction Program

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

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

The district addresses all of the selected characteristics in the district's New Professional Induction Program. Each issue is a focus item in scheduled meetings held between the new professional and the building principals and in meetings held between the new professional and the mentor teacher. At the initial meeting of the school year, the principals outline and define those agenda items to be addressed by the mentor teachers and those topics to be addressed throughout the year by the principals.

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

Effective navigation of the SAS website will be conducted during professional development, not during the induction program meetings. SAS is the choice location for accessing the content standards.

Needs of Inductees

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

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

The New Professional Induction Program at Susquehanna Community requires that new teachers are observed and evaluated by administrators on a routine basis and the results of these evaluations are shared with the new teachers. These evaluations are based upon both formal and informal observations. The program also requires new teachers to submit lesson plans and to participate in meetings with building principals and mentor teachers. Lesson plans from new teachers are reviewed by the building principal on a regular basis and surveys are given to both new teachers and mentor teachers to help evaluate the program. Inductees are also afforded the opportunity to observe their mentor teacher in order to become more familiar with best practices in teaching. The district also provides opportunities for new teachers to observe other teachers in area school districts. PSSA data, student grades, and benchmark assessment data from students in new teachers' courses are analyzed and reviewed with the new teachers and form the basis for action plans to support the new teacher. This reinforces the practice of implementing

instructional and/or assessment modifications based specifically on the review of assessment data.

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

The school district started to use the Danielson effective teaching framework in the 2013/2014 school year. Portfolios are required by all teachers once every three years. New teachers, according to the district's Differentiated Supervision Plan, are in the Formal Observation Mode. Mentor teachers do not observe teachers, but rather, new teachers are observed at least four times by the building principal.

Mentor Characteristics

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

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

Mentors are chosen, when possible, based upon an effective ability to work and support other professionals; excellent teaching performance, teaching certification area, and knowledge of district policies and procedures. Efforts are always made based on certification, but it is not always possible, especially for specialist teachers due to the limited number of specialists in the school district. Usually, another specialist is chosen as this professionals mentor and will have a similar teaching assignment and/or schedule. These are the qualities sought by the administration when recruiting for candidates and by the interviewers when interviewing for mentors. Mentors receive a paid stipend for their work as a mentor and meet with new teachers before, during and after school.

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

Due to having a very small school system, mentors may not have the same or similar certification and/or assignment as the mentee. The first priority in selecting a mentor is that the mentor exhibit excellent teaching skills and possess the ability to support the needs of a new professional.

Induction Program Timeline

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

If necessary, provide further explanation.

All of the above topics are introduced and/or discussed at the initial meeting, which is held in late August, before the start of each school year. Each topic is again re-visited and discussed at meetings held throughout the year. Data informed decision making is a topic that is continually addressed, not only at benchmark assessment times, but also in conjunction with progress monitoring schedules for individual students.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Induction Program is evaluated annually, in June/July, by the Induction Committee. The committee analyzes the following data to determine if the program is meeting its goals: student achievement data, teacher observation data, and program evaluation forms submitted by mentors and inductees. If the data and analysis determine that the program is not meeting its goals, the program will be modified accordingly.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **153**

Identification Method

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

The Susquehanna Community School District identifies students with Specific Learning Disabilities using the discrepancy model in the Elementary and High School buildings. The ability-achievement discrepancy model is determined by a two pronged method; significant weakness and significant discrepancy between the student's cognitive ability and the student's academic achievement. The following areas of academic achievement are included under the umbrella of specific learning disabilities: oral expression, listening comprehension, written expression, basic reading skills, oral reading fluency, reading comprehension, mathematics calculation, and math problem solving.

The process for identification begins with universal screenings. Screenings begin in Kindergarten with benchmarking activities of emergent literacy skills. Our screenings include comprehensive reading benchmarks of fluency, accuracy and comprehension.

Administration occurs tri-annually in grades one through six. At the Elementary and Secondary levels, Instructional Support Teams (IST) meet weekly to closely monitor student progress. The instructional support team consists of the building principal, school counselors, Title I Coordinator, reading specialist, general education teacher, and school psychologist. Teachers provide interventions to at risk students under the supervision of IST. Intensive interventions are provided by Title I reading teachers. Data from these interventions are reviewed by IST. In addition to grades, IST pre and post data, PSSA scores, Brigance Reading Inventory, Informal Reading Inventory, and Key Math Tests can be utilized to produce data to drive decisions for our students.

All students considered at risk are submitted to Child Study Teams for review, K-12. T Referrals to the Multi-Disciplinary Team (MDT) are determined by this process. Parents may make referrals for a special education evaluation. Upon receipt of a referral from the MDT and/or parent, an extensive questionnaire is forwarded to the child's parent or guardian. The school psychologist reviews all data including, but not limited to, current medical status, classroom observations, behavioral and academic data. Before an evaluation, the parent(s) is issued the Permission to Evaluate (PTE) and the Notice Of Recommended Educational Placement / Prior Written Notice (NOREP/PWN). An evaluation

may not be conducted without written parental permission designated on the PTE document. If parents do not provide their consent to an evaluation, school personnel contact the parent to discuss the concern/issues regarding their decision. A comprehensive evaluation is conducted by the school psychologist and related service providers, as needed, in collaboration with the student's parents and school personnel. An evaluation may consist of, but is not limited to: classroom observations, review of student's records including medical diagnoses, behavior ratings, Functional Behavior Assessment, performance-based assessments, curriculum-based assessments, grades, norm-referenced tests of intelligence and achievement, related service(s) evaluations, and/or input from parents, school personnel, teachers, and student. The results of the evaluation are reviewed by the Multi-Disciplinary Team which includes the parent, to determine if special education services are needed for the student. An IEP is developed if the student is eligible and in need of special education services.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

The LEA has significant disproportionalities in the following disabilities: Intellectual Disability (Mental Retardation); Other Health Impairment; and Specific Learning Disability. The LEA will continue to work with NHS (base MH/MR), Children's Service Center, Head Start, The Aaron Center, Youth Advocate Program, NEPA Healthcare, and any additional counseling centers that may assist our students.

The district has a large student population with Intellectual Disabilities and will continue to monitor and identify these students as they matriculate through the Early Intervention system as well as our Pre-K 4 Year Old program. The number of students with Other Health Impairment has risen due to a significant increase in mental health and attention disorders. The number of students with Specific Learning Disability has decreased. IST is utilized at both the elementary and secondary levels to apply tiered services to students who are functioning below grade level norms. Data meetings occur weekly district-wide and SCSD teams will continue to work diligently to ensure success for all of our students.

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 Susquehanna Community School District does not serve as a host for any facilities that house students under Section 1306.

Incarcerated Students Oversight

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

There are no correctional institutions located in the Susquehanna Community School District. The district will rely upon the referrals for any incarcerated students from the educational staff directly overseeing the school program at their respective facilities. Upon receipt of a referral for an evaluation by a school psychologist, the district will assign a psychologist or contract with a psychologist for the school district within which the facility is located, determine eligibility, and develop an IEP that ensures FAPE is provided. Currently, no Susquehanna Community School District student is incarcerated.

Least Restrictive Environment

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

The primary focus of the Special Education program at the Susquehanna Community School District is to provide opportunities for all students with disabilities to access the general curriculum and environment to the maximum extent possible. Once it is determined through the Multi Disciplinary Evaluation that a student qualifies for special education services, then the IEP team assesses the students' needs, develops goals to address these

needs, identifies the methods by which these goals will be monitored, and prescribes specially designed instruction and program modifications necessary to ensure progress is made. The expectation of the District is that students will access the general education curriculum with special education supports in the regular classroom as the first priority, with supplementary aids and services considered in this environment depending on student need. Educational services and placement options are considered by the IEP team in the following sequence:

- The IEP team defines and articulates what educational services the child needs, thus answering the question of what constitutes FAPE for each student.
- The regular education setting is considered for the first placement option with the use of supplementary aids and services in the regular education classroom.
- Each educational placement outside of the regular education setting is examined one at a time in a particular sequence along the order of the continuum from least restrictive to most restrictive.
- After the primary placement is determined, additional opportunities for integration are sought. Student placement is revisited at least on an annual basis to determine if any changes are necessary. Any changes prior to the annual IEP meeting are documented through the IEP revision process.

The above process is a collaborative measure of regular education, special education, and service providers who utilized strategies, supports and services acquired through professional development opportunities continually offered by SCSD, PaTTAN, PDE, and NEIU 19. The Special Education Supervisor completes the NEIU Needs Assessment annually to plan and provides training opportunities throughout the next school year.

At the program level, the Elementary Life Skills and Autistic Support Programs are implementing the Competent Learner Model as the functional curriculum. This implementation has resulted in comprehensive professional development for the respective teachers, paraprofessionals, and personal care assistants assigned to these programs. The faculty and staff associated with this initiative have opportunities to integrate elements of the Competent Learner Model into the general education setting to ensure more meaningful inclusion for students with severe disabilities. Our Speech and Language therapist is fully trained as a CLM coach.

The Susquehanna Elementary School has implemented the School Wide Effective Behavior Support (SWEBS) model building-wide. The model provides behavior data for students who are in a special education program or are considered for evaluation. Special education teachers participated in the TACT-2 behavior training program and the refresher course. This enhances in-house programs assisting students with nonviolent crisis intervention which will support participation in the Least Restrictive Environment.

The SCSD offers Itinerant and Supplemental support services for placements including Learning Support, Emotional Support, Autistic Support and Life Skills Support. Life Skills also offers Full Time support dependent on the severity of the disability and programming

required to meet the student's individual need. Services at each level are determined by student data and performance which is reviewed and discussed by the IEP Team. The SCSD currently employs three special education teachers whose classrooms have dual program profiles. One primary special education teacher has a dual profile of Autistic and Life Skills Support; two special education teachers have a dual program of Itinerant/Supplemental Learning Support and Emotional Support. This flexible programming has allowed a very rural school district to begin the continuum of services to keep students in the Least Restrictive Environment in their home school district. Paraeducators are assigned with every special education teacher and two personal care aides to support our most severely disabled population. Once a need is determined through the Evaluation/Reevaluation/IEP process, the district does not hesitate to offer appropriate support services to benefit individual students and FAPE. All paraeducators are offered 20 hours of professional development on a yearly basis to meet Highly Qualified Status specifically focusing on supporting students to the maximum extent in the general education setting.

District-wide professional development includes the most current evidence based strategies. The SCSD utilizes various resources which include SCSD professional/administrative staff, NEIU #19 consultants, PaTTAN, and any other relevant professional development opportunities. SCSD staff have and will continue to participate in professional development activities in the areas of Reading, Mathematics (Carnegie, Saxon, Everyday Math), Progress Monitoring, Transition, Student Learning Objectives, Competent Learner Model, Writing IEPs, Differentiated Instruction, Behavior Support, Danielson Framework for Teacher Evaluation, TACT-2 and various Special Education compliance topics. Professional development continues to be a on-going process as the district strives to guarantee all personnel are fully informed and implementing evidence based practices in servicing students with disabilities.

SCSD students receive out the district placements as their needs exceed beyond the continuum of services offered in the district. Due to current district enrollment and the rural nature of the SCSD, collaboration occurs between Susquehanna County and Lackawanna County school districts for programming options for SCSD students. The continuum of services is fully discussed at IEP meetings and all in district options are exhausted prior to alternative placement decisions. The Special Education Supervisor attends all out of district IEP meetings and serves as the LEA for such meeting. A multitude of placement options are available for SCSD students which include programs located at the Mountain View School District, Elk Lake School District, Career and Technology Center, Lakeland School District, and NEIU #19 operated programs for center based programming. The District ensures that out of district students who are able to participate in extracurricular activities and sports will participate to the fullest extent possible. At every IEP meeting, the question of Least Restrictive Environment is always discussed by the IEP Team to identify and implement a Transition Plan when appropriate.

Behavior Support Services

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

The Susquehanna Community School District provides effective school wide behavior supports for all students across the district, K-12. Designated staff members received certification in the TACT-2 program and training will be continually updated for all related personnel and staff members to execute Positive Behavioral Support plans. The district behavioral support team comprises of the building principals, guidance counselors, school psychologist, classroom teachers, and pertinent related service personnel to execute crisis management as needed. De-escalation techniques and related training procedures are part of an on-going training which involves recertification through NEIU #19. The District participated in the Train the Trainer Model in which personnel can conduct turn around training for faculty and staff.

When a student is identified as presenting a behavior that is impeding educational progress, a Functional Behavioral Assessment (FBA) is completed. Upon the completion of the FBA, a Positive Behavior Support Plan (PBSP) is developed to support the student's behavioral needs. Moreover, professional development in the area of behavior support is offered annually on topics such as, implementing PBSP, collecting behavioral data, positive behavioral interventions, collaboration as team including parents, and managing behaviors within the general education environment. The District does not employ a Behavioral Analysts at this time. If a student exceeds behavioral supports and services offered by the PBSP, the IEP Team will reconvene to determine if a more restrictive placement is necessary or additional supports and services may be warranted to keep the student in the Least Restrictive Environment. Susquehanna has several students that are placed in center-based programs that specifically address behaviors that impede progress in a school-based program.

Susquehanna Community School District Policy on Behavior Support

Purpose

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations.

Authority

The Board directs that the district's behavior support programs shall be based on positive

rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. The Susquehanna Community Elementary School follows the School-Wide Effective Behavior Support (SWEBS) framework. All student behaviors are handled through this framework as the primary intervention throughout the elementary school. The high school has an established student discipline code that is reviewed and updated annually. The high school utilizes assembly programs, student rewards, and other positive methods to recognize and promote positive behavior, academic achievement and pro-social behavior.

Definitions

The following terms shall have these meanings, unless the context clearly indicates otherwise.

Aversive techniques

- deliberate activities designed to establish a negative association with a specific behavior.

Behavior support -

development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

Behavior Support Plan or Behavior Intervention Plan

- plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

Positive techniques

- methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

Restraints

- application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following: 1. Briefly holding a student, without force, to calm or comfort him/her. 2. Guiding a student to an appropriate activity. 3. Holding a student's hand to escort him/her safely from one area to another. 4. Hand-over-hand assistance with feeding or task completion. 5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP. 6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and

functional positioning devices.

Seclusion -

confinement of a student in a room, with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.

Students with disabilities

- school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services. The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations. The Superintendent or designee shall develop administrative regulations to implement this policy. The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy. The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools. Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP. When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

Physical Restraints

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The Special Education Supervisor or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior. The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if: 1. The restraint is used with specific component elements of a positive Behavior Support Plan. 2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors. 3. Staff are authorized to use the restraint and have received appropriate training. 4. Behavior Support Plan includes efforts to eliminate the use of restraints.

Mechanical Restraints

Mechanical restraints, which are used to control involuntary movement or lack of

muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

Seclusion

The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative. The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.

Aversive Techniques

The following aversive techniques of handling behavior are considered inappropriate and shall not be used 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 as defined in state regulations. 7. Treatment of a demeaning nature. 8. Electric shock. 9. Methods implemented by untrained personnel. 10. Prone restraints, which are restraints by which a student is held face down on the floor.

Referral To Law Enforcement

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Behavior Support Plan. Subsequent to notification to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral. If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan. For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.

Relations With Law Enforcement

The district shall provide a copy of its administrative regulations and procedures for

behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district. The district shall invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.

References: School Code – 24 P.S. Sec. 1302.1-A, 1303-A State Board of Education Regulations – 22 PA Code Sec. 10.2, 10.21, 10.22, 10.23, 10.25, 14.104, 14.133, 14.143, 14.145 Individuals With Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq. Individuals With Disabilities Education Act, Title 34, Code of Federal Regulations – 34 CFR Part 300

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Susquehanna Community School District is able to utilize procedures district wide to ensure FAPE for all students. The district practices an inclusion model for all grade levels in which identified students can participate to the fullest extent possible with non-exceptional peers. Analysis of student needs with the Curriculum Supervisor allows for scheduling of classes district wide in which participation in the least restrictive environment is considered for all students. The district utilizes grade level programming for math and reading that encompasses both general education and special education students requiring further academic intervention. Special education teachers have the certification and flexibility to teach these subject areas which ensures FAPE for identified students.

Instructional aides are utilized at every grade level to support academic and behavior inclusionary measures as deemed necessary through the IEP process and Positive Behavior Support Teams. Only after every supplemental support and service has been exhausted will the student be removed from the general education setting as determined through reconvening the IEP Team.

The SCSD currently begins the continuum of services for most of the students in the district. We currently have Itinerant and Supplemental services for students requiring Learning Support, Emotional Support, Speech and Language Support services. Life Skills Support services can encompass Full-Time placements. Services in each level are determined by student data and performance review by the IEP Team.

At times during the school year, the SCSD has difficulty placing students whose needs may not be met in a public school setting. In those instances, we utilize the Inter-agency process when necessary, in addition to the Base Service Units, CASSP and monthly LEA meetings in our attempt to secure placements. The SCSD utilizes the interagency approach, when appropriate, for students with disabilities who are without, or at risk of being without a placement. The NEIU#19 facilitates the interagency approach by working collaboratively with the SCSD and other agencies to secure appropriate placements for our students. Action plans are developed and implemented through this process to ensure LRE and FAPE. This collaborative effort provides the opportunity for input from all members of the school team, agency representatives, NEIU#19 consultants, students' parents, and the student(s), if applicable.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Susquehanna Community School District Board of Education, Superintendent of Schools, and the Special Education Supervisor are committed to providing the funds and resources necessary to provide quality programming for all students with disabilities as per the following:

- Special Education Teachers at each grade level are Highly Qualified. Three special education teachers are dually certified in elementary education and special education. Two special education teachers are Highly Qualified in Middle School Mathematics.
- All paraprofessionals meet the state requirements to be considered Highly Qualified.
- Each special education teacher has an instructional aide assigned to their classroom to support students and inclusionary practices.
- The district provides a the beginning of the continuum of services for all students in the district, focusing on students identified as Autistic and Emotionally Disturbed.
- Life Skills Support is provided grades K-12. Personal care aides are hired as determined necessary through the Evaluation/IEP process.
- Research-based curriculum and assessment tools are utilized in grades K-12. This includes Reading Street, Wilson, Reading Mastery, Saxon Math, Carnegie Math, Brigance, AIMSweb, Basic Reading Inventory, Key Math, ALEKS, and CORE Phonics.
- The elementary Life Skills program has fully implemented the Competent Learner Model.
- The district's Speech and Language Teacher is a certified Competent Learner Model coach.

- Extended School Year program continues to provide for students requiring services which includes academic, behavioral, and related services.
- Emotional Support teachers have been trained in the TACT-2 crisis management system.
- A high school mentor program is in effect to assist students in grades 7-10.
- District - wide after school homework/tutoring program is available for all students throughout the school year. Transportation is provided.
- The SCSD maintains a positive and collaborative relationship with all community agencies/resources including NHS, NEPA, Children's Service Center, Aaron Center, OVR, TREHAB, Goodwill Industries, Barnes-Kasson Hospital, Susquehanna County Children and Youth, Susquehanna County Probation, and various local businesses,
- In order to provide a continuum of services, the SCSD maintains collaborative relationships with neighboring school district Special Education Supervisors, NEIU #19 Supervisors, Special Education Teachers and related service providers, transportation directors, and administrative staff.
- Occupational and Physical Therapy services are directly provided by Barnes-Kasson Hospital.
- SCSD continues to be used as a host site for presentations and parent meetings with Office of Vocational Rehabilitation.
- The Special Education Supervisor meets quarterly with special education teachers to review progress of students' IEP goals.
- The district uses IEPwriter for all Evaluations, Reevaluations, IEP writing, progress monitoring, and IEP revisions.
- Professional development is provided per district plan and as designated by the Special Education Supervisor. Opportunities are provided for each special education teacher through PATTAN.
- NEIU #19 is contracted for services to include a School Psychologist, Teacher of the Hearing Impaired, Teacher of the Visually Impaired, and Adaptive Physical Education.
- Assistive Technology is used per student's need and monitored by the Speech and Language Teacher.
- Continued participation in the Susquehanna Career and Technical Center located at the Elk Lake School District. Students have the opportunity for flexible programming to meet their transitional goals as well as adhere to district graduation requirements.
- Parents are provided opportunity to participate in building and district wide programs. Informational sessions are offered throughout the school year with topics that

focus on Transition, IEP development, Least Restrictive Environment, benchmark testing, Keystone and district requirements for graduation.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Jefferson Center	Special Education Centers	Autistic Support/Emotional Support	4
Elk Lake Elementary School	Neighboring School Districts	School-Based Partial Hospitalization/Emotional Support	4
Elk Lake Jr./Sr. High School	Neighboring School Districts	Emotional Support	6
Mountain View Jr./Sr. High School	Neighboring School Districts	School-Based Partial Hospitalization/Emotional Support	1
Scranton School for the Deaf and Hard of Hearing Children	Other	Deaf and Hearing Impaired Support	1
Mayfield Elementary School	Neighboring School Districts	Primary Emotional Support	2
NEIU Achievement Academy	Special Education Centers	Partial/Emotional Support	3
Elk Lake Jr./Sr. High School	Neighboring School Districts	Life Skills Support	3

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Susquehanna Community High School	A Junior/Senior High School	A building in which General	Supplemental (Less Than 80% but More	Life Skills Support	11 to 15	8	1

	Building	Education programs are operated	Than 20%)				
Justification: High School Life Skills caseload reflects students in grades 7-10 grades. All students will be educated in the building with the exception of one student who will participate in a half day automotive program located in a nearby district.							

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Susquehanna Community High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 16	6	0.55
Susquehanna Community JR/SR High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	5	0.45

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Susquehanna Community High School	A Junior/Senior High School Building	A building in which General Education programs	Itinerant	Emotional Support	12 to 15	3	0.14

		are operated					
Susquehanna Community HS	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 18	16	0.76
Justification: Resource Room that has 7th - 12th grade students rotating through the room every period of the school day per their HS schedule and in accordance with IEP SDI and accommodations. Eight of the 18 students will be participating in a full day program at the Susquehanna Career and Technology Center located in the Elk Lake School District. Students will be jointly monitored by Susquehanna staff to include the Guidance Counselor, Special Education Teacher, and Special Education Supervisor.							
Susquehanna Community JR/SR High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	2	0.1

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Susquehanna Community High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	11	1

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Susquehanna Community High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 17	15	0.28
Justification: The Speech therapist covers a caseload that spans all students in need of itinerant services. These students are not instructed in the same time frame.							
Susquehanna Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	38	0.72
Justification: Itinerant Speech/Language Teacher gives direct services to students. Students are grouped by grade levels which ensures appropriate age range.							

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Susquehanna Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 11	7	1
Justification: Students participate in this program at various times of the school day for direct instruction and participate in the Least Restrictive Environment with non-exceptional peers per IEP. Students are not scheduled in the Life Skills Classroom at the same time.							

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Susquehanna Community	An Elementary	A building in which	Supplemental (Less Than	Learning Support	9 to 10	4	0.9

Elementary School	School Building	General Education programs are operated	80% but More Than 20%)				
Susquehanna Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 9	1	0.1

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Susquehanna Community Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	5	1

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Susquehanna Community Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 11	3	0.2
Susquehanna Elementary School	An Elementary School	A building in which General	Itinerant	Learning Support	10 to 11	2	0.2

	Building	Education programs are operated					
Susquehanna Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	4	0.4
Susquehanna Community Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	2	0.2

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 638 sq. ft.

Square footage of this classroom: 700 sq. ft. (25 feet long x 28 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Susquehanna Community JR/SR High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	5	1

Special Education Support Services

Support Service	Location	Teacher FTE
4 Classroom Aides	Susquehanna Community Elementary School	3
3 Classroom Aides	Susquehanna Community High School	1.6
Special Education Supervisor	Susquehanna Community School District	1
4 Personal Care Assistants	Susquehanna Community Elementary School	3

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Intermediate Unit	3 Days

Occupational Therapist	Outside Contractor	2 Days
Physical Therapist	Outside Contractor	2 Days
Teacher for the Visually Impaired	Intermediate Unit	2 Hours
Teacher for the Hearing Impaired	Intermediate Unit	2 Hours
Adaptive Physical Education Teacher	Intermediate Unit	2 Hours

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

Elementary reading achievement has increased from 2013 to 2014. Math achievement and writing achievement have declined. The special education subgroup is lagging behind all other students and subgroups in all tested areas.

The data pattern showcases the need to establish a system within the district and the schools that fully ensures the consistent implementation of effective instructional practices, particularly differentiated instruction, across all classrooms.

District Accomplishments

Accomplishment #1:

Overall district-wide reading proficiency increased from 2012 to 2014 from 69.6% to 71.1%.

Accomplishment #2:

On the 2014 writing PSSA, district proficiency was equal to state-wide proficiency - 67.6%.

Accomplishment #3:

District science proficiency exceeded statewide science proficiency on the 2014 science PSSA by 3.9%.

District Concerns

Concern #1:

District math proficiency declined from 2012 to 2014 by 3.9%.

Concern #2:

District writing proficiency declined from 79.1% in 2012 to 67.6% in 2014.

Concern #3:

The special education subgroup proficiency percentage is lower than the other subgroups in the district in all tested areas.

Concern #4:

Effective instructional practices are not occurring in all classrooms all of the time especially in relation to the utilization of differentiated instruction.

Prioritized Systemic Challenges

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

Aligned Concerns:

District math proficiency declined from 2012 to 2014 by 3.9%.

District writing proficiency declined from 79.1% in 2012 to 67.6% in 2014.

The special education subgroup proficiency percentage is lower than the other subgroups in the district in all tested areas.

Effective instructional practices are not occurring in all classrooms all of the time especially in relation to the utilization of differentiated instruction.

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

Aligned Concerns:

District math proficiency declined from 2012 to 2014 by 3.9%.

District writing proficiency declined from 79.1% in 2012 to 67.6% in 2014.

Systemic Challenge #3 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

District math proficiency declined from 2012 to 2014 by 3.9%.

The special education subgroup proficiency percentage is lower than the other subgroups in the district in all tested areas.

Systemic Challenge #4 (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Systemic Challenge #5 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

District writing proficiency declined from 79.1% in 2012 to 67.6% in 2014.

The special education subgroup proficiency percentage is lower than the other subgroups in the district in all tested areas.

District Level Plan

Action Plans

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

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Reading and Math PSSA scores for grades 3-8

Specific Targets: PSSA scores in grades 3-8 will increase by 8% per year, for a total of 15% between baseline 2015 data and the 2019 PSSA data.

Type: Annual

Data Source: Keystone Exams 2016-2018

Specific Targets: First time Keystone passing rates for ELA, Biology and Algebra will increase by 5% per year over 2015 baseline data.

Type: Interim

Data Source: Post Observation Report: Evidence from Domains 2 & 3 (Teacher Effectiveness Tool)

Specific Targets: Year 1 (2016/2017), 75% of evaluated lessons will demonstrate practices that are consistent with the effective teaching practices found in Domains 2 & 3 of the Danielson Framework.

(Year 2 = 80%) (Year 3 = 85%) (Year 4 = 90%)

Strategies:

All teachers will participate in staff development on Differentiated Instruction.

Description:

The teaching faculty of the district will participate in professional development activities associated with research-based Differentiated Instruction. Differentiated instructional practices have been proven effective in research conducted by Ainslie (1994 -Eric Document Reproduction No. ED382020) and Bender (2002 - ERIC Document Reproduction No. ED469551). Bransford, J., Brown, A., and Cocking, R. (2001) in *How People Learn: Brain, Mind, Experience, and School* showcased the effective research behind Understanding by Design.

SAS Alignment: Instruction, Materials & Resources

Professional Development Related to Teaching Special Needs Students

Description:

All teachers will receive professional development related to the best practices associated with teaching special needs students.

SAS Alignment: Instruction

Unit Study PLC

Description:

Unit Study PLCs will be established to jury locally developed units of study for the purpose of identifying and implementing effective instructional practices.

SAS Alignment: Instruction

Implementation Steps:

Provide Training for All Teachers in Differentiated Instruction

Description:

100% of all teachers will be trained in Differentiated Instruction.

Start Date: 8/21/2016 **End Date:** 6/21/2018

Program Area(s): Professional Education

Supported Strategies:

- All teachers will participate in staff development on Differentiated Instruction.

Professional Development for Effectively Teaching Special Needs Students

Description:

All educators will receive professional development related to the best practices for teaching special needs students.

Start Date: 8/29/2016 **End Date:** 5/31/2019

Program Area(s): Professional Education

Supported Strategies:

- Professional Development Related to Teaching Special Needs Students

Unit Study PLC

Description:

Professional Learning Communities will be established to jury locally developed units of study.

Start Date: 8/29/2016 **End Date:** 6/1/2018

Program Area(s): Professional Education

Supported Strategies:

- Unit Study PLC

Instructional Protocol

Description:

All teachers will be required to demonstrate effective teaching strategies, including differentiated instruction, in 80% of all observed lessons. Teachers shall be required to state the research-based instructional strategy utilized in each lesson.

Start Date: 8/28/2017 **End Date:** 6/10/2019

Program Area(s): Teacher Induction

Supported Strategies:

- All teachers will participate in staff development on Differentiated Instruction.

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

Related Challenges:

- 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: Student PSSA Scores/Keystone Scores

Specific Targets: 8% Increase in PSSA Reading & Math Proficiency Levels in Grades 3--8 over 2015 baseline data. 5% Annual Growth in Keystone Performance as indicated by percentage of students passing the exams (Bio, Algebra & ELA) on the first attempt.

Strategies:*Assessment Literacy Professional Development***Description:**

Provide all teachers with professional development related to creating and implementing standards-based assessments.

SAS Alignment: Standards, Assessment

*Assessment PLC***Description:**

PLCs will be established to peer review local assessments and to discuss best practices regarding assessments.

SAS Alignment: Assessment

Implementation Steps:*Assessments***Description:**

An assessment builder software system will be purchased for the purpose of creating benchmark assessments.

Start Date: 8/29/2016 **End Date:** 6/10/2019

Program Area(s): Educational Technology

Supported Strategies:

- Assessment Literacy Professional Development

*Assessment PLCs***Description:**

A PLC will be crafted in each building to focus on standards-based assessments.

Start Date: 8/27/2018 **End Date:** 6/3/2019

Program Area(s):

Supported Strategies:

- Assessment PLC

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: #1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. Strategy #1: All teachers will participate in staff development on Differentiated Instruction.

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/21/2016	6/21/2018	Provide Training for All Teachers in Differentiated Instruction	100% of all teachers will be trained in Differentiated Instruction.	Bronson Stone, Superintendent	2.5	6	80	IU #19	IU	Yes

Knowledge All teachers will learn how to differentiate instruction in their classrooms to increase student achievement and motivation.

Supportive Research DI is a recognized PDE strategy for increasing student achievement.

Designed to Accomplish

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:

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.

Series of Workshops

Training Format

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	discussion	Creating lessons to meet varied student learning styles Peer-to-peer lesson 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. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports

summarizing instructional activity

LEA Goals Addressed: #1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. **Strategy #1: Professional Development Related to Teaching Special Needs Students**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/29/2016	5/31/2019	Professional Development for Effectively Teaching Special Needs Students	All educators will receive professional development related to the best practices for teaching special needs students.	Special Education Supervisor	3	4	80	IU #19	IU	Yes

Knowledge Teachers will gain knowledge related to the best practices for teaching special needs students.

Supportive Research Providing specific professional development related to highly effective strategies for teaching special needs students based upon IEP goals is best practice and supports federally mandated IEP implementation.

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.

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

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

academic standards.

Training Format Series of Workshops

Participant Roles	Dir	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
		Principals / Asst. Principals Supt / Ast Supts / CEO / Ex		Elementary - Intermediate (grades 2-5)
		School counselors		Middle (grades 6-8)
		Paraprofessional		High (grades 9-12)

Follow-up Activities	Journaling and reflecting	Evaluation Methods	Student PSSA data IEP goal achievement
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LEA Goals Addressed: #1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. **Strategy #1: Unit Study PLC**

Start	End	Title			Description		
8/29/2016	6/1/2018	Unit Study PLC			Professional Learning Communities will be established to jury locally developed units of study.		
	Person Responsible	SH	S	EP	Provider		Type App.

Supervisor of Curriculum, Instruction & Assessment	1	6	10	Susquehanna Community School District	School Entity	Yes
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Knowledge Teachers will gain knowledge of effective instructional strategies being utilized in the district.

Supportive Research Professional learning communities have been proven to be an effective professional development mechanism.

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.

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.

Professional Learning Communities

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals	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	Peer-to-peer lesson	Evaluation Methods	Classroom observation focusing on
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discussion

factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Classroom student assessment data

District Level Affirmations

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

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

Affirmed by Steven Stanford on 9/16/2015

Board President

Affirmed by Bronson Stone on 9/16/2015

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

Affirmed by Steven Stanford on 5/22/2015

Board President

Affirmed by Bronson Stone on 5/15/2015

Superintendent/Chief Executive Officer