

Conneaut SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

219 W School Dr
Linesville, PA 16424
(814)683-5900
Superintendent: Jarrin Sperry
Director of Special Education: Susy Walters

Planning Process

The Conneaut School District formed a committee of volunteers to develop the Comprehensive Plan, due November of 2018. The committee included board members, administrators, teachers, community, business members and district parents. Three subcommittees were formed and responsible for revising Professional Education, Special Education and Safe and Supportive Schools components. The subcommittees met on a monthly basis during the 17/18 SY. The Comprehensive Plan Committee met as a whole to review the plans submitted by the subcommittees. The District Plan will go before the Board of Education and after approval will be submitted to the Pennsylvania Department of Education.

Mission Statement

The mission of Conneaut School District is to provide a safe and supportive environment where all acquire the skills to become productive citizens of a globally connected society.

Vision Statement

A community where all recognize and fulfill their unique potential to contribute to a globally connected society.

Shared Values

- Parents and family are vital parts of the learning process.
- All learning should occur in a safe and healthy environment.
- Students must develop their skills and the desire to become life-long learners.
- All students can learn and achieve success.
- Learners develop at different rates and have varying learning styles.
- All students have the right to equal access to an education.
- Parents, teachers, and staff must serve as positive role models for students.

- The use of current technology is essential to education.
- The community can and should serve as a resource for learning.
- Effective teachers are the most essential element in the educational process.
- Extra-curricular and athletic programs are integral to the educational process.
- The community must take an active interest in the welfare and education of all children and their success or failure.
- Students will understand and respect cultural, religious and ethnic differences.
- The Board and Administration must provide professional development and growth opportunities for all employees.
- Learners should be accountable for their own actions.
- Teachers, administrators and parents must set high expectations for student learning.
- Administrators should know how to manage, monitor, and work with people.
- All members of the school community must be treated with respect.
- The district should provide a well-rounded and challenging curriculum.
- Operation of the school district must be a shared responsibility of the school, community, and parents.
- All students should feel their input is important.

Educational Community

The Conneaut School District is located in northwest Pennsylvania's Crawford County and geographically encompasses approximately the western third of the county. The school district is approximately 8 miles west of Meadville, 40 miles south of Erie and 91 miles north of Pittsburgh. Comprised of a total area of approximately 319 square miles, the School District is bordered on the south by Mercer County, on the west by the state of Ohio, on the north by Erie County and on the east by the city of Meadville. Included in the School District are the Boroughs of Conneaut Lake, Conneautville, Linesville, and Springboro. Townships comprising the School District include Beaver, Conneaut, East Fallowfield, Greenwood, North Shenango, Pine, Sadsbury, Spring, Summerhill, Summit, and West Fallowfield. The School District can be classified as rural with the majority of the work force employed in areas contiguous to that of the School District.

The Conneaut School District is comprised of three separate attendance areas: Linesville, Conneaut Lake, and Conneaut Valley. Each attendance area represents a small diverse community. Linesville is a small community located near the Pennsylvania and Ohio state line. It is a close-knit community. Many tourists visit Linesville because of the town's proximity to Pymatuning Lake. Conneaut Lake is a resort town on the shores of Conneaut Lake. Tourism flourishes here particularly during summer months. Conneaut Valley represents the community of Conneautville and Springboro, small towns in the north-central part of the school district. The Conneaut Valley community is centered in a

predominantly agricultural area of Crawford County.

The school district is comprised of one high school, Conneaut Area Senior High (CASH) located in Linesville. Grades 9-12 attend CASH using the high school and Alice Shafer Annex. Conneaut Valley and Conneaut Lake are each home to an elementary school and a middle school. Conneaut Valley Elementary and Conneaut Lake Elementary each hold grades K-4. Conneaut Valley Middle School and Conneaut Lake Middle School each hold grades 5-8.

The following statistics represent the student enrollment in each of the five schools in the Conneaut School District.

Conneaut Lake Elementary 347 Conneaut Lake Middle School 350

Conneaut Valley Elementary 336 Conneaut Valley Middle School 267

Conneaut Area Senior High (CASH) 671

The district's enrollment total is 1971 for the entire school district.

The Board of School Directors is comprised of nine members, elected by their region of residence. The school board governs the Conneaut School District. As the chief administrative officer, the Superintendent of Schools, is assisted by a professional and supervisory staff which presently includes a Business Manager, a Supervisor of Curriculum, Instruction & Assessment/Title I Services, a Supervisor of Special Education, a Director of Technology, a Director of Buildings and Grounds and six building administrators.

Planning Committee

Name	Role
John Hines	Administrator : Special Education
Brenda Kantz	Administrator : Professional Education
Doug Parks	Administrator : Professional Education
Jarrin Sperry	Administrator : Special Education Schoolwide Plan
Joel Wentling	Administrator : Schoolwide Plan
Jamie Hornstein	Business Representative : Schoolwide Plan
Dot Luckock	Business Representative : Professional Education
Kim Agnew	Community Representative : Professional

	Education
Cindy Mattera	Community Representative : Professional Education
Melissa Flinchbaugh	Ed Specialist - School Counselor : Schoolwide Plan
Wendy Andrews	Ed Specialist - School Nurse : Schoolwide Plan
Monica Weed	Ed Specialist - School Psychologist : Special Education
Karen Beers	Elementary School Teacher - Regular Education : Professional Education
Adam Jesse	Elementary School Teacher - Regular Education : Professional Education
Deb Piper	Elementary School Teacher - Regular Education : Professional Education
Korrin Thomas	Elementary School Teacher - Special Education : Special Education Schoolwide Plan
Kathy Blaine	High School Teacher - Regular Education : Schoolwide Plan
Clair Henley	High School Teacher - Regular Education : Schoolwide Plan
David Moore	High School Teacher - Regular Education : Schoolwide Plan
Stephanie Billig	Middle School Teacher - Regular Education : Special Education
James Bortnick	Middle School Teacher - Regular Education : Schoolwide Plan
Susie Kline	Middle School Teacher - Regular Education : Special Education
Theressa Miller	Parent : Professional Education
Megan Spellman	Parent : Special Education
Susy Walters	Special Education Director/Specialist : Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
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,	Accomplished	Accomplished

Science and Technical Subjects		
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Developing
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
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	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Accomplished	Accomplished

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

The Conneaut School District approaches design of curriculum offerings as a constant and moving process. Alternate Standards are in development for Special Education and Life Skills student populations.

Middle Level

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

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 Conneaut School District approaches design of curriculum offerings as a constant and moving process. Alternate Standards are in development for Special Education and Life Skills student populations.

High School Level

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

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

The Conneaut School District approaches design of curriculum offerings as a constant and moving process. Alternate Standards are in development for Special Education and Life Skills student populations.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

course, instructional unit or interdisciplinary studies are identified.	
---	--

Processes used to ensure Accomplishment:

Curriculum is established through grade level /subject area teams and is approved by the Board. It is reviewed in the second year for gaps or needs. Curriculum maps in all disciplines are being written to include the level of complexity included within the PA Core Standards. Corresponding curricular materials are being developed to ensure consistent implementation throughout all grade levels. Big ideas and learning goals are clearly outlined within the curriculum maps. Curriculum maps are segmented into instructional units. In addition to big ideas and learning goals, the curriculum framework includes resources for remediation and extension.

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.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Curriculum is established through grade level/subject area teams and is approved by the Board. It is reviewed in the second year for gaps or needs. Curriculum maps in all disciplines are being written to include the level of complexity included within the PA Core Standards. Corresponding curricular materials are being developed to ensure consistent implementation throughout all grade levels. Big ideas and learning goals are clearly outlined within the curriculum maps. Curriculum maps are segmented into instructional units. In addition to big ideas and learning goals, the curriculum framework includes resources for remediation and extension.

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.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Curriculum is established through grade level/subject area teams and is approved by the Board. It is reviewed in the second year for gaps or needs. Curriculum maps in all disciplines are being written to include the level of complexity included within the PA Core Standards. Corresponding curricular materials are being developed to ensure consistent implementation throughout all grade levels. Big ideas and learning goals are clearly outlined within the curriculum maps. Curriculum maps are segmented into instructional units. In addition to big ideas and learning goals, the curriculum framework includes resources for remediation and extension.

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.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

Curriculum is established through grade level/subject area teams and is approved by the Board. It is reviewed in the second year for gaps or needs. Curriculum maps in all disciplines are being written to include the level of complexity included within the PA Core Standards. Corresponding curricular materials are being developed to ensure consistent implementation throughout all grade levels. Big ideas and learning goals are clearly outlined within the curriculum maps. Curriculum maps are segmented into instructional

units. In addition to big ideas and learning goals, the curriculum framework includes resources for remediation and extension.

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

This narrative is empty.

Modification and Accommodations

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

The Conneaut School District has developed a curriculum that is aligned to the Pennsylvania Core Standards and instructional lesson plans are to parallel these standards. Differentiated instructional strategies are used to maximize the potential of all students.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Peer evaluation/coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Instructional Coaches

Unchecked Answers

- Department Supervisors
- Not Reviewed

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

Formal observations are conducted each school year by building level administrators using the Educator Effectiveness Framework. Building and district level walk-throughs are conducted to support evidence of growth or need within individual classrooms and to

collect district-wide data to support professional development needs. Principals and assistant principals submit examples of formal observations and walk-throughs to the superintendent. This information is used to guide professional development for all administrators.

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

Differentiated supervision will be integrated into the Educator Effectiveness program. Teachers will have the opportunity to work with their peers to provide coaching and support.

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.	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 *This narrative is empty.*)

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.	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

This narrative is empty.

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

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

This narrative is empty.

High School Level

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

scheduling and differentiated instruction are used to meet the needs of gifted students.	50% or more of district classrooms
--	------------------------------------

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

This narrative is empty.

Recruitment

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

All applicants chosen to interview are highly qualified with specific certification designed to address areas of need within the school district. The district is committed to hiring the best candidate for each position.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	28.00	28.00	28.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	6.00	6.00	6.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

Graduation Requirement Specifics

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

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

Unchecked answers

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

discontinue its use until the local assessment is approved through independent validation by an approved entity.

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

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X					
Career Education and Work					X	X
Civics and Government		X				
PA Core Standards: English Language Arts		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	E EI	ML	HS
Keystone Exams			X	X
PASA	X	X	X	X
PSSA	X	X	X	
Teacher Developed	X	X	X	X
Textbook Assessments	X	X	X	X
Works of Art	X	X	X	X
Written Student Work	X	X	X	X

SAT				X
ACT				X
ASVAB				X
AP				X
PSAT				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Study Island	X	X	X	X
LEA Reading Assessments	X	X	X	
LEA Math Assessments	X	X	X	
Fountas and Pinnell Benchmark Literacy	X			
Observation Survey	X			
LEA Writing Assessment	X	X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Performance and Projects	X	X	X	X
Portfolio Evaluation	X	X	X	X
Progress Monitoring	X	X	X	X
Teacher Developed	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT		X	X	X
Running Records	X	X	X	
Textbook Assessments	X	X	X	X
Wiley Blevins Assessment	X			
Study Island	X	X	X	X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review		X	X	X
Intermediate Unit Review				
LEA Administration Review	X	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	X	

Provide brief explanation of your process for reviewing assessments.

Throughout the district, review of data takes place as time allows (in-service days, data review with the superintendent/curriculum director). Data teams determine student interventions and professional development needs. During administrative meetings, data is reviewed in order to examine systemic concerns. The Northwestern Intermediate Unit supports our district with training regarding the best use of data.

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.

Through the curriculum review process, teachers from across all departments have researched and designed unit plans that consist of big ideas, learning goals, standards alignment, resources, and assessments. As departments complete their curriculum writing they will begin to focus on developing assessments to measure student progress and to assess the impact that curriculum and instruction have on student learning. Assessments will be used for learning (formative) to understand how to meet the diverse needs of students as well as of learning (summative) to measure students' levels of comprehension.

Collection and Dissemination

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

Data is collected, shared and discussed in building-level meetings, department level meetings and grade level meetings. The building principal is an instructional leader who analyzes data and builds monthly meeting agendas around student achievement data. The District uses a data repository to aggregate, organize and analyze student information. The system gives all teachers immediate access to student achievement data and have been trained on exporting numerous reports.

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.

Locally developed assessments as well as standardized assessment are used to determine areas for intervention. This information is utilized to determine strengths and weaknesses of the individual student at each grade level. Response to Intervention strategies have been employed throughout the district as teachers and administrators work to determine specific

interventions that would support instruction and to determine the effectiveness of interventions that we are currently utilizing. All recommendations are based upon benchmarking data done through both formative and summative assessment measure

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Grade level teams utilize data to plan learning opportunities for remediation. The data is utilized to adjust instruction within the classroom and to provide additional remediation. The PSSA reporting categories have provided information regarding individual student performance as well as systemic issues that may need adjusted to support student learning and improved instructional practices. Teachers and administrators have become well versed in standards, assessment anchors, and eligible content. Training has been focused on developing a thorough understanding of PA Core Standards and Keystone Eligible Content. The level of rigor found within these standards has caused a need for reevaluation of curriculum and instructional practices.

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

All strategies are utilized.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEl	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X

Local Media Reports	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	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The strategies selected are believed to be most effective and beneficial. Information is shared through school district newsletters, email correspondence, electronic report cards, the district annual report, public meetings, individual parent meetings, PTO meetings, handbooks, calendars, social media and various committees established to ensure the dissemination of accurate information. Visibility and transparency are key components of our mission throughout the district. Electronic communications through email blasts and web resources are our primary means of communicating information related to state and local assessments. Individual student reports are mailed home to parents. Parents and teachers discuss student progress through email, phone conversations, and face-to-face conferences. They help to develop individualized plans for their child and play an integral part in the implementation of those plans.

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

This narrative is empty.

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.

At Conneaut School District assistance is provided to support the academic, social, and emotional needs of all students K-12. Growth in academic achievement continues through the use of curriculum aligned to PA core standards and the analysis of achievement data. Student Assistance Programs operate in the middle and high schools to examine and respond to barriers to student learning. Bullying prevention programs are in place in each school and teams of educators, teachers, and counselors annually create (LINK, WEB,

SWPBS) and implement strategies to strengthen the positive school climates already found in every school.

Programs, Strategies and Actions

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

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

The Developmental Guidance curriculum addresses Peer Helpers at the elementary school and Positive Behaviors at the High School

Screening, Evaluating and Programming for Gifted Students

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

This narrative is empty.

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

In order to meet the needs of its intellectually gifted students, the district fully complies with the regulations found in Chapter 16: Special Education for Gifted Students. The identification of gifted students involves a two-pronged approach: first, identifying students with intellectual giftedness; and second, determining if those students are in need of specially designed instruction. A student who has been identified as intellectually gifted needs specially designed instruction if the instructional needs of the student cannot be met in the general education curriculum. Gifted education support services for students who show exceptional intellectual ability and who require specially designed instruction include differentiation, acceleration, and enrichment opportunities both in and out of the classroom.

Teachers and parents may request that a student be evaluated for gifted education; the request must be in writing. Testing for qualification for gifted education begins once parents sign a Permission to Evaluate (PTE) and is conducted according to regulatory timelines. The identification begins with screening at the school level and continues with testing conducted by a school psychologist. Evaluation is free of charge and parents have the following rights at all times: 1) the right to be notified about a child's program and progress and any changes in services that take place; 2) the right to approve or reject programs and testing; and 3) the right to privacy. Parents may request evaluation for gifted education at any time with a limit of once a year.

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

This narrative is empty.

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

This narrative is empty.

Developmental Services

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

Explanation of developmental services:

The district offers an array of programs and services designed to meet the academic, social, emotional, and developmental needs of all students. The district values the expertise,

partnerships, and resources of school and community stakeholders in supporting student learning.

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				
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

Conneaut School District does not employ a caseworker.

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	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

Classroom teachers are part of each school's Student Assistance Team that examines academic, discipline, and attendance data on all students, identifies barriers to learning for students at risk of failure, and recommends services to students to remove those barriers. School psychologists, mental health liaisons, counselors, and principals are also members of the team so that social and emotional interventions can be determined as well as academic interventions. Grade level teacher meetings between principals and classroom teachers are held in grades K-8 to analyze building level and grade level data on student achievement and modify curriculum in order to increase student achievement.

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

Each elementary school houses a Pre-K classroom as well as an additional Pre-K classroom in the Alice Shafer Annex. Visitation and student transitions plans are developed for those entering into kindergarten. Other preschool entities are contacted and invited to take part in any and all visitation/transition activities. Time is spent with agencies and pre-school providers identifying needs for services from Pre-K to Kindergarten. The principal, guidance counselor and Kindergarten teachers are involved in this process.

There are established guidelines for transition from 4-5 and 8-9. Each middle school and the HS has an organized program (LINK, WEB) of transition for incoming students. After school programs run by the local YMCA exist at each of the elementary schools while after school tutoring occurs at all schools.

The District is active with the Crawford County Career Education Alliance which give

opportunities for student in summer career camp.

OVR (Office of Vocational Rehabilitation) services are coordinated by the Transition Teacher at the high school level.

Preschool Agency Coordination

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

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

1. Conneaut School District contracts with the Northwestern Intermediate Unit to provide services for preschool age children with disabilities. Our Director of Special Education and two school psychologists work with this program to ensure program articulation with the district and provision of any necessary supplemental or related services. In the spring before Kindergarten, the Special Education Supervisor attends the IEP meeting to facilitate transition.

2. The district does not operate directly or contract with out-of-district community agencies to operate pre-kindergarten services.

3. In March of each year, Kindergarten enrollment occurs for the district. Announcements of this registration are sent through digital, print, and vocal communications. During registration, school nurses are available to discuss health concerns and explain immunization and health screening requirements. Parents of in-coming Kindergarten students are invited and encouraged to attend the PTO meetings. In August before school starts, an open house is held to meet the teacher and see the classroom so the students get to know each other. Additionally, our schools stay open in the summer so parents can come in and tour the building with their children at their convenience. We want our youngest students to feel at home in the building before the first day of school. Preschool families are also invited to school-wide programs such as the Title I Family Night held in the spring.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The process for providing resources and materials is transparent to all. Curriculum purchases are planned on rotation. Exceptions are made when needs demand. Teachers are very involved in the process of selection, purchase, and development of materials and resources. The district will continue efforts to select materials to align to PA Core 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	Developing
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The process for providing resources and materials is transparent to all. Curriculum purchases are planned on rotation. Exceptions are made when needs demand. Teachers are very involved the the process of selection, purchase, and development of materials and resources. The District will continue efforts to select materials to align to PA Core 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	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The process for providing resources and materials is transparent to all. Curriculum purchases are planned on rotation. Exceptions are made when needs demand. Teachers are very involved the the process of selection, purchase, and development of materials and resources. The District will continue efforts to select materials to align to PA Core Standards.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The process for providing resources and materials is transparent to all. Curriculum purchases are planned on rotation. Exceptions are made when needs demand. Teachers are very involved the the process of selection, purchase, and development of materials and resources. The District will continue efforts to select materials to align to PA Core Standards.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

	50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

This narrative is empty.

Middle Level

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

	50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

High School Level

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

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

Further explanation for columns selected "

This narrative is empty.

Early Warning System

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

No, we have another early warning system that we are currently utilizing.

Professional Education

Characteristics

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

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

Instructs the leader in managing resources for effective results.	X	X	X	X
---	---	---	---	---

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

Professional development is identified and scheduled in order to comply with requirements established by mandate as well as needs aligned with student learning and individual teacher capacity. The District provides Professional Development that focus professional learning while supporting student achievement. Teachers (2x) and parents (Title Buildings) are surveyed, the results are evaluated and prioritized. Testing results, graduation rates, attendance are considered in the planning process. Decisions for planning and implementation of training and workshops begin with a focus on improving content knowledge, instructional practices, and assessment use resulting in positive student growth.

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

All strategies were selected.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
10/14/2013
The LEA plans to conduct the required training on approximately:
8/27/2018
10/8/2018

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:
1/25/2016
The LEA plans to conduct the training on approximately:
8/30/2021

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.

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

Conneaut School District uses a wide variety of data including academic achievement indicators as well as demographic, perceptual and process data to set professional development priorities. The Professional Development Committee (Act 48 Committee) conducts an annual needs assessment to ensure that professional learning activities support student learning and district initiatives. Ensuring that professional development is delivered with fidelity is the responsibility of the entire school community. Leaders who are invested in professional education offerings and teachers/staff members who actively participate in constructing their learning will provide better results. Those who attend professional education sessions complete evaluations that ask specific questions to ascertain learning, application to practice, and additional needs. These evaluations are charted and studied by district leaders in order to evaluate the effectiveness of professional education sessions and to shape future programming.

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

The district has created a professional development committee consisting of teachers, paraprofessionals, administrators, and parents. Part of the stated responsibility of the professional development committee is to ensure implementation and quality providers. Results and feedback from professional development opportunities are reviewed annually by the professional development committee to ensure that future professional development is both meaningful to staff and relevant to identified strategic goals.

Induction Program

Checked answers

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

Unchecked answers

None.

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

Our goal is to provide a comprehensive, structured induction program to support new staff or staff with new assignments in the Conneaut School District through the sharing of processes, procedures, and educational strategies with support from current staff members

and administration. The focus of the induction program is to support new staff and help them to be comfortable with the tools necessary to improve student achievement. District administrators will ensure the induction program meets state requirements for new hire/new teaching staff regarding Act 48 and Level I/Level II certificates.

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

All strategies were selected

Needs of Inductees

Checked answers

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

Unchecked answers

None.

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

All characteristics are addressed in present plan.

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

We are increasing opportunities for observation from peer to peer.

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

Our goal is to cultivate professional relationships through a structured mentor program. In order to achieve the selected characteristics, Conneaut School District will seek out mentors who foster a positive learning environment to enhance student achievement and who will establish a plan to foster comprehensive and regular communication. Assignment consideration includes teacher expertise, similarity of teaching assignment by content area or grade level team, and common planning time (if possible).

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

All were selected.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments		X				
Best Instructional Practices				X		
Safe and Supportive Schools	X					

Standards		X				
Curriculum		X				
Instruction			X			
Accommodations and Adaptations for diverse learners			X			
Data informed decision making		X				
Materials and Resources for Instruction		X				

If necessary, provide further explanation.

The schedule will serve as a template for the induction program. Adjustments will be made according to the needs of the staff and district.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

All inductees complete a teacher induction rating form as well as a narrative evaluation form at the conclusion of the induction program. All evaluation forms are reviewed and kept on file. Comments and recommendations are reviewed by the Induction Committee, comprised of administrators who meet to review and revise the Induction Plan and accompanying handbooks and forms. The induction program is completed for every new employee. Components are completed within the first year of District employment.

Recording Process

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

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

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **405**

Identification Method

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

The Conneaut School District operates a Building Level Team (BLT) process as the main component for identifying students with learning disabilities. The BLT process involves three components: screening, interventions, and data review. The Building Level Team is comprised of the following individuals: principal, guidance counselor, school psychologist, Speech/Language Pathologist, Director of Special Education, and other staff as requested by the BLT.

Screening

- Review of student records (attendance, discipline, grades)
- Health information (vision, hearing, and medication)
- Curriculum and performance assessments (PSSA F&P, current grades, Keystone exams, Study Island)
- Academic and intellectual functioning

Intervention

- Based on screening data and Differentiated Instruction (DI)

Data Review

- Conducted during bi-monthly meetings
- Determine the effectiveness of interventions and student progress
- Team determination for formal referral for Special Education eligibility testing

The Conneaut School District also honors any parent request for an evaluation, and will submit these students to the BLT process for additional information and interventions. The evaluation process consists of review of information gathered during the BLT process and assessments of intellectual functioning and academic achievement. The Conneaut School District utilizes a discrepancy model which identifies a gap between intellectual functioning and academic achievement for identifying students with learning disabilities.

Enrollment

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

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

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

No Disproportionalities

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?

There are no facilities which provide for non-resident students located within the Conneaut School District borders.

In order to ensure FAPE for our 1306 students, the Conneaut School District participates in all IEP meetings with the facility housing our student/s. The Director of Special Education or School Psychologist meet with staff of the 1306 facility to provide consultation as well as monitor student progress. District personnel also attend meetings in order to ensure that FAPE is being offered in the least restrictive environment.

Barriers and problems which limit the district's ability to meet its obligations include the fact that we are located in a rural area without any 1306 facilities within our boarders. Our students are often placed a measurable distance outside of our boarders in order to meet programing needs. Most of these placements are a result of adjudication or Children and Youth Services placement.

The SPP target is 4.9% and the Conneaut School District had 6.0% of its' students placed in Other Settings. In order to meet the SPP target, the district will provide training for our entire district staff on working with students experiencing trauma. This will help teachers and staff to better understand the needs of our economically disadvantaged students who often have difficulties functioning within the school environment. Principals will also reinforce the importance of inclusion at faculty meetings to assist teachers in empathizing with students with special needs.

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).

Once the Conneaut School District is in receipt of form 4605 that a Conneaut School District student is incarcerated and in need of educational programming, the district will send all pertinent records (ER, IEP, FBA PBSP, etc.) to ensure FAPE for that student. If an incarcerated student is found to have been eligible, was/is thought to be eligible, or if questions regarding the status of special education arise, the district in which the facility is located is contacted to convene an IEP team meeting. The Conneaut School District contacts the parents of the student and attends the meetings.

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 Conneaut School District practices the policy that each student is educated within the Least Restrictive Environment. Placement outside of the students' home school, with his or her regular education peers, is considered only in the event that the IEP team determines that FAPE cannot be provided within the regular setting of the student. Supplementary Aides and services are provided within the Least Restrictive Environment in order for the students to access the curriculum. If the IEP Team determines that a more restrictive environment is necessary in order to provide FAPE, the team also answers questions regarding SAS and extracurricular activities further clarify the needs of the student in the least restrictive environment.

Presently, the Conneaut School District has a comprehensive array of programs and services available either within the district, at locations operated by neighboring districts by the Intermediate unit, or through participation in IU operated multiple-district programs within three county areas. Programming is also provided through private institutions. All decisions regarding the appropriateness of the Special Education programs and/or services for any student along the placement continuum, beginning with programs and services at the student's home school buildings, flows through the following process:

- The placement decisions are made at the IEP Meeting with parent participation.
- The students full range of needs are discussed and determined.
- The full range of placement options are discussed and considered beginning with services provided in the regular education setting.
- Movement to a more restrictive setting outside of regular education would be determined appropriate only when services could not be beneficial/appropriately delivered in the regular education setting.
- Decisions for placement will be made based solely upon the educational needs of the individual student.
- Whenever a student is placed into a program outside of the regular education setting, within or outside of the home school building or district, the IEP team will consider opportunities for the student to participate in appropriate programs, activities (curricular and extra-curricular), and inclusionary setting as appropriate.

The removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily. Conneaut School District supports students with disabilities to access the general education curriculum in the LRE. The following programs and trainings have been introduced in order to enhance and expand the continuum of supports/services and education placement options available within the district:

- DI (Differentiated Instruction)
- In-serviced staff using the following program Instructional Strategies for the Differentiated Classroom
- Inclusion
- CPI Crisis Prevention Intervention
- SAP Student Assistance Program
- BLT Building Level Team program
- On Hands Student Data Retrieval system
- PSSA
- Keystone Exams
- Study Island
- PVAAS
- STAR Reading Report

- New Teacher Induction
- Technology Training
- Transition Services
- Requested support services through Intermediate Unit #5 and PATTAN

The above programs and trainings have been accomplished through:

- Act 80 Days
- Site-based training
- District In-Service Days
- Teleconferences and Webinars
- Workshops
- IU Trainings
- PDE/PATTAN
- Graduate Courses
- Continuing Education Credits (Act 48 credits)
- Summer Professional Development

Supplementary Aids and Services

Collaborative

: Adults working together to support students - Scheduled time for co-planning and team meetings: Instructional arrangements that support collaboration (co-teaching, paraeducator support) - Professional development related to differentiation and collaboration - Coaching and guided support for team members in the use of assistive technology for an individual student - Scheduled opportunities for parental collaboration - All school personnel collaborate in the development and delivery of SAS. Collaboration Among Professionals - collaboration with the IU ABC (Autistic Behavioral Consultant), collaboration with IU assistive technology specialist and related service personnel, agency collaboration, common meeting time for Building Level Team Meetings. Paraprofessional Support - small group and/or 1:1 assistance, classroom support, modifying of materials, behavioral support. Curricular Approaches - social skill instruction, social stories on development of interpersonal relationship skills; self advocacy skills. Peer Supports - peer tutors, study buddies, lunch bunches.

Instructional:

Development and delivery of instruction that address diverse learning needs.

- Provide modified curricular goals

- Provide alternate ways for students to demonstrate learning
- Provide test modification
- Provide alternate materials and/or assistive technology, which includes materials on tape, transcribe text into Braille, large print, alternate computer access
- Provide instruction on functional skills in the context of the typical routines in the regular classroom -
- Change method of presentation
- Use of reader services
- Provide research based supplementary materials
- Provide instructional adaptations (pre-teaching, repeating directions, extra examples and non-examples)
- Computer/Technology/Assisted Instruction - use of software, Smart Boards, Touch Pads, Lap Tops, iPads and reading devices.
- Curriculum Based Measurement - ongoing progress monitoring, pre and post tests, Read 180 and System 44, Study Island, STAR reading assessment, all of which support data-driven instructional decision making

Physical

:

- Physical Access to curricula
- Arrangement of furniture
- Wide aisles unobstructed aisles
- Handle grips
- Accessible restrooms, drinking fountains and toilets at usable heights
- Sensory seating options
- Adaptive equipment
- Consultation with the IU physical therapist and occupational therapist
- Visual Supports - preferential seating, use of reader services, adjustments to lighting, large print/Braille options
- Auditory Supports - visual signaling, preferential seating, amplification systems, classroom acoustics

- Behavior/Attention supports - reduce unnecessary stimuli, study carrels, quiet areas without distraction, periodic breaks, visual timers
- Sensory room (swing, tactile activities, gross motor activities)

Social-Behavioral

: Safe and Orderly Environment

- Positive behavior support systems
- Designated cool down areas
- Consultation with school psychologist
- IU behavioral consultant and related service personnel
- Coordination with community agencies,
- Crisis Prevention Intervention training for staff.
- Behavioral Supports
- Functional Behavioral Assessments
- Positive Behavioral Support Plans
- Reward system/token economy, behavioral contracts
- Visual schedule
- Student self monitoring
- Modification of rules and expectations
- Counseling supports.
- Instructional Supports
- Social skills instruction
- Visual supports
- Small group and/or 1:1 instruction,
- Social stories
- Role playing/modeling
- Planned breaks,
- Consistent rules and expectations.

- Peer Supports - cooperative learning groups, peer mentor, circle of friends, lunch bunches.

SPP targets for the Conneaut School District were met on the most recent (2016-2017) Special Education Data Report in the areas of SE Inside Regular Class Less Than 40% and SE in Other Settings. We did not meet our target in the area of SE Inside Regular Class 80% or More. The SPP Target is 62.4% and the Conneaut School District's 43.3% found us short. The possibilities for this shortfall include the fact that extensive differentiation takes place in the regular education classroom and the identification process finds it necessary for Special Education students to attend replacement classes for reading and math. One way the LEA has worked to meet this target is to implement the researched based Read 180 program for all students, not just identified special education students. The Conneaut School District has also implemented a full inclusion model for all students grades K-4. The results of this implementation will show in the 2017-2018 data.

SPP targets were not met for the 2016-2017 school year in the area of Special Education in Other Settings. The possibility for this shortfall could include the implementation of Read 180 and System 44 in our district. The target time frame for daily instruction is 90 minutes per day. This lengthened the amount of pull out time for our language arts students who attend replacement classes. Another possibility for the shortfall could be the fact that our district consolidated schools for the 2012-2013 school year. The Conneaut School District went from 3 small high schools (Linesville, Conneaut Lake, and Conneaut Valley) to one consolidated school. Many special education parents were hesitant of their children attending regular classes and asked for their children to attend smaller, replacement classes in order for their children to receive more attention. Parents are a very important part of our IEP team and we found many were adamant at the high school and middle school levels that their children should receive replacement classes. As our 4th grades, who are attending regular classes with inclusion assistance from the Special Education Teacher or aide, progress to 5th grade next school year, the inclusion will continue in 5th grade. The program will continue to progress with the student until we reach a mostly inclusive model for our students K-12.

Professional Development is needed in order to address the shortfalls in our including Special Education students in the regular education environment. The Conneaut School District required all teachers in grades K-4 to attend training on teaching in and creating an inclusive environment for all students. In an effort to meet SPP targets, CSD will use 1 Act 80 day each year of this plan to train all staff (teachers, administration, and paraprofessionals) in the areas of Least Restrictive Environment, Differentiated Instruction and co-teaching. Our goal is to meet SPP targets in the Indicator 5 areas each year for the remainder of this plan.

Behavior Support Services

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

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

Any eligible student who exhibits behavior problems which interfere with the student's ability to learn shall have a program of behavior support. This behavior support plan shall be included in the Individualized Educational Program (IEP) and shall:

1. Include research based practices and techniques to develop and maintain skills that will enhance a student's opportunity for learning and self-fulfillment.
 2. Be based on a functional assessment of behavior and use positive behavior techniques.
 3. Primarily focus on positive rather than negative measures.
 4. Use interventions that are the least intrusive necessary.
 5. Not substitute aversive techniques, restraints, or discipline for the systematic application of behavior change techniques.
 6. Only use techniques for which the staff has been adequately trained
- School District personnel shall follow a three (3) tier hierarchical behavior support model. The three (3) levels of intervention are:

Level I – Good classroom management strategies. Level I does not require a behavior support program attached to the IEP.

Level II – Specific interventions designed for individual students. Level II requires a behavior support program attached to the IEP.

Level III – Very restrictive interventions, which can only be considered after Level II interventions are determined ineffective. Level III interventions require the IEP Team to reconvene.

Law Enforcement Referrals

Subsequent to a referral to law enforcement, for students with disabilities who have positive behavior support plans, an updated functional behavior assessment and positive behavior support plan must be completed.

Emergency Procedures

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

1. Parental contact
2. Notifying police
3. Notifying mental health
4. Calling emergency services and ambulance

All staff working with students who have a Positive Behavior Support Plan are certified in Crisis Prevention Intervention. The CPI program involves detailed deescalation techniques. Both School Psychologists are the certified instructors for CPI in the district. Questions can

be addressed on an on-going basis, as well as consultation for specific cases. Parents are actively involved in the initial identification of the student with behavioral difficulties:

- provide input into the evaluation report'
- assist in identifying behaviors of concern, antecedents and consequences of the behavior (FBA)
- involved in the development of the IEP
- identify appropriate replacement behaviors, rewards, and consequences (Positive Behavior Support Plan)
- in the event of student aggressive behavior/staff restraint the parents are contacted immediately by phone and in writing for offer an IEP review

The Conneaut School District utilized the (SWEBS) School Wide Effective Behavior System in both of our Middle Schools. Training was provided by the Northwest Intermediate Unit#5. SWEBS is a comprehensive, school-wide set of strategies to support positive behavior and academic achievement for all students. SWEBS focuses on encouraging appropriate behavioral expectations, teaching the skills to communicate effectively and prevent problem behavior.

The Conneaut School District is also partnering with Parkside Psychological Services (a community agency) to provide Trauma therapy counseling to students who meet the criteria and have parental consent. This program was implemented in the 2016/2017 school year. This trauma counseling has benefited many students who qualify for the services. The Conneaut School District is rural and many families do not have transportation or resources to get their children to needed Trauma Therapy. It is beneficial to our students and families to partner with community agency to provide much needed Trauma Therapy.

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 district's practice is that the LRE for an individual student is dependent upon the IEP team's determination of what is/are appropriate for the student:

- Parents participate in IEP team meetings
- Student's full range of needs and strengths are discussed and determined
- Full range of placement options are considered, beginning with the regular education setting
- Movement to a more restrictive setting outside of regular education is determined only when services do not adequately meet the student's needs
- When the student is placed in a program outside of regular education, the IEP team considers opportunities for the student to participate in appropriate programs, activities, and inclusionary settings, as appropriate.

When the IEP team determines that the student's needs cannot be met appropriately within any program offered in the Conneaut School District, the IEP team may consider placements outside of the Conneaut School District.

- The IEP team will determine the approximate level of need, and the LEA will identify potential programs
- With parent permission, the LEA will provide information to the program and work with the program to determine the effectiveness of a placement in that particular setting
- If the placement is deemed appropriate, the parents will be given the opportunity to visit the program
- Placement will be documented with a NOREP signed by the parents

If we have students we can not place in our school district, we will consult with local interagency coordination and by bringing that team to consider other options we will be able to make a more informed decision based on the information from all of the agencies gathered.

The IEP team also collaborates with community agencies, such as mental health/wrap around agencies, as well as CYS and Intermediate Unit personnel as needed. Agencies that are involved with students are invited to all appropriate meetings held with the school, and the Director of Special Education or school psychologist attends meetings to which they are invited by community agencies.

If the Conneaut School District found itself in a situation where we were having difficulty placing a student and we had exhausted all resources within the district as well as appropriate placements out of district, we may look at utilizing cyber services to assist in meeting the educational needs of the student.

Successful programs not available within the CSD borders include the Partial Hospitalization program at Bethesda Children's home. This program provides psychiatric services some students need in order to stabilize their behavior to receive FAPE. This programs also assists parents with access to interagency services through various local agencies. There is not a program to meet the mental health needs of some of our students within our district limits. Some of our students are adjudicated to programs in Erie or Mercer county. There are no facilities to educate incarcerated students with the Conneaut School District. Therefore, students with acute mental health or criminal behavior are educated outside of our district.

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 Conneaut School District uses inclusion practice, differentiated instruction Fountas and Pinnell, System 44, and Read 180 reading programs which enable students to be successful in the regular classroom environment. A Building Level Team exists in each building. The purpose of the team is to discuss at risk students and develop strategies to help them both academically and emotionally in school. We assist parents in connecting with outside supports and/or recommend testing for special education services.

Life Skills Support Programs are available at the elementary through high school level. Currently, 18 to 21 year old students attend a Life Skills Support Transition Program which is run by the Northwest Intermediate Unit #5.

Emotional Support Programs are available at the elementary through high school levels. All staff are trained in Crisis Prevention Intervention.

Autistic Support Programs are available to our Autistic students at the elementary through high school levels. Our Autistic Support teacher works with our students within his or her home school. The Autistic Support teacher provides direct services as well as training and support for our teachers and staff. Autistic students who require a greater level of need can access the Autistic Support Classrooms (K-12) through the NorthwestTriCounty Intermediate Unit #5. Students ages 18-21 may participate in the Autistic Support Transition program provided by Untermediate Unit #5.

District special education teachers are highly qualified, compassionate, and knowledgeable. They work in a collaborative manner with the regular education staff, parents, administrators, school psychologist and support staff. They communicate and work together, sharing information, strategies, modifications, and adaptations that enable the students to be successful and access the general curriculum.

The Administrative Team is aware and supportive of the Special Education programs and services within each building. Collaborative teaming between staff, administrators, agency providers, and parents occur at all levels to best meet the individual needs of each student. The Conneaut School District encourages active participation by the parents in the special education process.

A wide variety of Intermediate Unit programs and specialists are available to help serve the needs of the school district's students. Outside agencies also support and service the district's students.

There is a well developed network with the IU Early Intervention program, local preschool and Head Start agencies providing for effective transition of pre-school age children.

Conneaut School District also participates with the state Pre-K Counts initiative in all three attendance areas.

The Conneaut School district operates full day kindergarten classes. This significantly helps support the needs of at-risk students.

The school district is involved in the county interagency transition council, which meets 3 to 4 times per year. This transition council is a collaboration between school districts, county and private agencies and parents to better meet the transition needs of our students.

All schools within the district have established building level support teams and student assistant programs to establish ongoing efforts to ensure support of the LRE and maximizing learning of the students within the regular education setting.

Conneaut Lake Middle School and Conneaut Valley Middle Schools have School Wide Positive Behavioral Support programs. The Conneaut School District has partnered with a community agency, Parkside Behavioral Health, to provide our students Trauma Therapy during the school day. This enables our students whose parents don't have transportation to access services for their children.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
George Junior Republic	Nonresident	Grove City Area School District	1
Abraxas Youth Center	Nonresident	Waynesboro School District	1
Crawford County Correctional Facility	Incarcerated	Penncrest	1
Bethesda Children's Home Residential Treatment Facility	Nonresident	Penncrest	1
Taylor Diversion Program	Nonresident	Forest Area School District	0
Sarah Reed Children s Center	Nonresident	Northwest Tri County IU5	2

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Saegertown Elementary School	Neighboring School Districts	Multi Disabilities Classroom	2
Penncrest School District	Neighboring School Districts	Hearing Support Classroom	2
Crawford County Career and Technical Center	Neighboring School Districts	Life Skills Transition Program	1
Cambridge Springs JR/SR HS	Neighboring School Districts	Hearing Support Program	1
Springfield Elementary School	Neighboring School Districts	Autistic Support Program	1
Saegertown High School	Neighboring School Districts	Multi Disabilities Program	1
Gertrude Barber Center/Elizabeth Black School	Approved Private Schools	Autistic Support Program	7
Crawford County Prison/Penncrest	Neighboring School Districts	Learning Support	1
Bethesda Children's Home Partial Hospitalization	Special Education Centers	Partial Hospitalization	3
Northwestern Middle School	Neighboring School Districts	Multi Disability Classroom	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 10	8	1
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Lake Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 13	10	1
Locations:				
Conneaut Lake Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 18	10	1
Locations:				
Conneaut Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	15	1
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	12	0.62
Locations:				
Conneaut Lake Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	3	0.38
Locations:				
Conneaut Lake Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	4	0.09
Locations:				
Conneaut Lake Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	16	0.91
Locations:				
Conneaut Lake Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 30, 2017*Reason for the proposed change:* Needed to add Itinerant Level of support**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	14	0.83
Locations:				
Conneaut Lake Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	7	0.17
Locations:				
Conneaut Lake Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	13	0.3
Locations:				
Conneaut Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	12	0.7
Locations:				
Conneaut Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	8	0.2

Locations:				
Conneaut Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	13	0.8
Locations:				
Conneaut Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	11	0.33
Locations:				
Conneaut Area Senior High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	9	0.67
Locations:				
Conneaut Area Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	6	0.12
Locations:				
Conneaut Area Senior High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	17	0.88
Locations:				
Conneaut Area Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	12	0.32
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Area Senior High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	10	0.68
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Area Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 30, 2017*Reason for the proposed change:* All Supplemental students in the classroom**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 19	18	1
Locations:				
Conneaut Area Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 30, 2017*Reason for the proposed change:* Needed to add supplemental to the caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	5	0.25
Locations:				

Conneaut Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		
----------------------------------	-------------------------------	---	--	--

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	6	0.75
Locations:				
Conneaut Area Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 30, 2017*Reason for the proposed change:* Supplemental students were added to the caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 16	13	0.75
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Area Senior High	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 10	4	0.15
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Lake Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 30, 2017*Reason for the proposed change:* School District felt the need to hire two full time District Employees for our Speech Programs to better fit the needs of our students.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	19	0.99
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				

Locations:				
Conneaut Lake Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	18 to 18	1	0.01
Locations:				
Conneaut Area Senior High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 30, 2017*Reason for the proposed change:* School District felt the need to hire two full time employees to better meet the needs of out students**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 14	2	0.15
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Lake Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	12	0.73
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 13	1	0.12
Locations:				
Conneaut Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 2, 2015

Reason for the proposed change: The school building was inadvertently not corrected when the change was made on 9/2/2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 10	4	0.15
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Lake Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 10	9	0.85
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Lake Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 2, 2015

Reason for the proposed change: The room name was inadvertently not changed when the original change was made on 9/2/15

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 14	12	0.62
Locations:				
Conneaut Lake Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 14	3	0.38
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Lake Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #21

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 19	10	0.27
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP				
Locations:				
Conneaut Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	11	0.73
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP				
Locations:				
Conneaut Area Senior High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 30, 2017

Reason for the proposed change: Needed to add Itinerant to the caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	3	0.43
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Lake Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	10	0.57
Locations:				
Conneaut Lake Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 30, 2017

Reason for the proposed change: Needed to add Itinerant to the caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	3	0.32
Justification: The age range of this class exceeds three years. This age difference does not affect the quality of the education or the implementation of the students' IEPs. An age-waiver is signed by the parent and noted in the IEP.				
Locations:				
Conneaut Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	16	0.68
Locations:				
Conneaut Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District	1
School Psychologist	District	2
Special Education Paraprofessional	Elementary	4
Special Education Paraprofessional	Middle School	5
Special Education Paraprofessional	High School	7

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Assistive Technology	Intermediate Unit	1 Hours
Occupational Therapy	Intermediate Unit	10 Hours
Physical Therapy	Intermediate Unit	5 Hours
Autistic Behavioral Consultant	Intermediate Unit	0.25 Hours
Vision Support	Intermediate Unit	1 Hours
Hearing Support	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:

The Conneaut School District completed its Comprehensive Planning process at the district level. School-level planning sections were not completed.

District Accomplishments

Accomplishment #1:

Both elementary buildings, Conneaut Lake Elementary and Conneaut Valley Elementary continue to perform at a high level on the Pennsylvania System of School Assessment (PSSA). Conneaut elementary students have been ranked in the top 10% of elementary schools for achievement and growth on the PSSA assessment.

Accomplishment #2:

The District has fully implemented a systematic emergency management plan that supports a safe school environment. All staff have participated in professional development in A.L.I.C.E. as well as strategies to disarm a potential intruder. A continuous cycle of drills ensures staff and student familiarity with emergency procedures.

Accomplishment #3:

Student attendance and participation numbers are higher than State average.

Accomplishment #4:

The 2017 PVAAS Value Added Report shows that there is significant evidence that the District exceeded the standard for PA Academic Growth in grades 4 PSSA English Language Arts and Math for a three-year average.

Accomplishment #5:

The 2017 PVAAS Value Added Report shows that there is significant evidence that the District exceeded the standard for PA Academic Growth in grades 4 PSSA Math for a three-year average.

Accomplishment #6:

The 2017 PVAAS Value Added Report shows that there is significant evidence that the District exceeded the standard for PA Academic Growth in grades 4 PSSA Science for a three-year average.

District Concerns**Concern #1:**

The District was below the state average of proficiency on the 2017 PSSA Math in Grades 5-8

Concern #2:

The District was below the state average of proficiency on the 2017 PSSA English Language Arts in Grades 5-8

Concern #3:

The District PVAAS data in 2017 shows significant evidence that the District did not meet the standard for PA Academic Growth in Biology Keystone Exams for a three-year average.

Concern #4:

The District PVAAS data in 2017 shows significant evidence that the District did not meet the standard for PA Academic Growth in Grade 5 PSSA Math for a three-year average.

Concern #5:

The District PVAAS data in 2017 shows significant evidence that the District did not meet the standard for PA Academic Growth in Grade 5 PSSA English Language Arts for a three-year average.

Concern #6:

The community is not engaged or perceives it has not contributed to future plans of the district.

Prioritized Systemic Challenges

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

Aligned Concerns:

The District PVAAS data in 2017 shows significant evidence that the District did not meet the standard for PA Academic Growth in Biology Keystone Exams for a three-year average.

The District PVAAS data in 2017 shows significant evidence that the District did not meet the standard for PA Academic Growth in Grade 5 PSSA English Language Arts for a three-year average.

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

Aligned Concerns:

The District was below the state average of proficiency on the 2017 PSSA English Language Arts in Grades 5-8

The District PVAAS data in 2017 shows significant evidence that the District did not meet the standard for PA Academic Growth in Biology Keystone Exams for a three-year average.

The District was below the state average of proficiency on the 2017 PSSA Math in Grades 5-8

The District PVAAS data in 2017 shows significant evidence that the District did not meet the standard for PA Academic Growth in Grade 5 PSSA Math for a three-year average.

Systemic Challenge #3 (*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:

The District was below the state average of proficiency on the 2017 PSSA English Language Arts in Grades 5-8

The District PVAAS data in 2017 shows significant evidence that the District did not meet the standard for PA Academic Growth in Biology Keystone Exams for a three-year average.

The District was below the state average of proficiency on the 2017 PSSA Math in Grades 5-8

The District PVAAS data in 2017 shows significant evidence that the District did not meet the standard for PA Academic Growth in Grade 5 PSSA Math for a three-year average.

The District PVAAS data in 2017 shows significant evidence that the District did not meet the standard for PA Academic Growth in Grade 5 PSSA English Language Arts for a three-year average.

Systemic Challenge #4 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

The District PVAAS data in 2017 shows significant evidence that the District did not meet the standard for PA Academic Growth in Grade 5 PSSA Math for a three-year average.

The District PVAAS data in 2017 shows significant evidence that the District did not meet the standard for PA Academic Growth in Grade 5 PSSA English Language Arts for a three-year average.

Systemic Challenge #5 (*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.

District Level Plan

Action Plans

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

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: Study Island Benchmark Assessments

Specific Targets: The District will increase performance on the Benchmark Assessments in reading and math in grades 5-8 and Keystones Exams by 10% or more

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)
 Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

Substantial Professional Development

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

SAS Alignment: Instruction

Data Reviews

Description:

The district will develop a process of analyzing data at the district and building level to increase achievement on PSSA and Keystone Exams

SAS Alignment: Standards, Assessment

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

Description:

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

SAS Alignment: Assessment, Instruction

Implementation Steps:

Collaboration- grade level and subject area

Description:

Create opportunities for teachers to work in directed activities together- with grade levels- across buildings and across subjects.

Start Date: 8/29/2018 **End Date:** 6/30/2022

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Reviews
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Develop Common Assessments

Description:

Teachers will utilize common assessments using test questions (open-ended, multi-step, multiple choice) from SAS, On-Hands and other resources.

Start Date: 8/29/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Reviews
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

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

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: Curriculum Maps/Teacher Lesson and Unit Plans

Specific Targets: Curriculum maps will align to PA Core Standards and will indicate skills and competencies. Teachers' lesson plans will reflect the standards as outline in the curriculum maps.

Type: Interim

Data Source: Classroom Observations

Specific Targets: Observation of classrooms will reflect instructional practices to support the skills outlined in the curriculum maps.

Strategies:

Substantial Professional Development

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

http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

Resource:

<http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction

Differentiated Instruction

Description:

"Learning Styles: Concepts and Evidence

http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf

Learning Styles

http://en.wikipedia.org/wiki/Learning_styles#cite_note-33

WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf

Differentiated Instruction Reexamined

<http://www.hepg.org/hel/article/499>

Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms

<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>

Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

"

SAS Alignment: Assessment, Instruction

Charlotte Danielson Framework

Description:

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility. (Source:

<http://www.danielsongroup.org/framework/>) Resource:

<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Instructional Practices for an Effective Classroom

Description:

Research shows that the link between classroom behavior and instruction is a powerful one. Certain instructional practices are associated with increased task-appropriate behavior. Here's how you, the classroom teacher, can take advantage of this link to improve instruction and overall behavior. Pennsylvania Department of Education, Bureau of Special Education, Pennsylvania Training and Technical Assistance Network. Checklist adapted from Darch, C. B. and Kameenui, E. J. (2004).

Instructional Classroom Management. Canada: Pearson Prentice Hall.

(Source:

<http://effectivestrategies.wiki.caiu.org/file/view/InstrPrac.pdf/528265932/InstrPrac.pdf>) Resource:

<http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

SAS Alignment: Instruction

Implementation Steps:

Professional Development in ELA curriculum mapping and best practices in ELA instruction

Description:

IU consultants will work with teachers and administrators to understand and implement changes in curriculum and instructional practices to address the rigors of PA Core in ELA. Teachers will attend trainings available at the IU as well as internal training and curriculum mapping sessions offered by district personnel. ELA curriculum maps that align with PA Core will be revised for every grade level K-8. Building and district administrators will also work with the teachers to utilize thinking routines to assist with student engagement in the learning process and critical thinking and problem solving. This coaching will include a particular focus on differentiating instruction to meet the needs of diverse learners in the classroom.

Start Date: 8/29/2018 **End Date:** 6/11/2021

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies: None selected

Professional development in best practices in math instruction

Description:

IU consultants will work with teachers and administrators to understand and implement instructional practices to address the rigors of PA Core in math. Teachers will attend math trainings available at the IU as well as internal training by district personnel. Building and district administrators will also work with the teachers to utilize thinking routines to assist with student engagement in the learning process and critical thinking and problem-solving. The focus will be on differentiating instruction to meet the needs of diverse learners in the classroom.

Start Date: 8/29/2018 **End Date:** 6/11/2021

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies: None selected

Goal #3: Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: Training schedules, agendas, sign-in sheets, walk thru/observation documentation

Specific Targets: Student data, intervention data, drop out rates, cyber school enrollment outside the district, and graduation rates

Strategies:

Differentiated Instruction

Description:

"Learning Styles: Concepts and Evidence

http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf

Learning Styles

http://en.wikipedia.org/wiki/Learning_styles#cite_note-33

WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf

Differentiated Instruction Reexamined

<http://www.hepg.org/hel/article/499>

Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms

<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>

Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

"

SAS Alignment: Assessment, Instruction

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

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

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

SAS Alignment: Assessment, Instruction

Data Warehouse

Description:

Ensure your school has a warehouse for data where it is easily and readily accessible. Provide training to staff so data can be pulled, analyzed and used to make instructional decisions. Resource:

<http://effectivestrategies.wiki.caiu.org/Using+Data>

SAS Alignment: Assessment

Increased Communication with Students

Description:

Max Thompson - Advancing Schools: Insights from Exemplary Leaders (Thompson, M. (2014). Advancing Schools: Insights from Exemplary Leaders (Vol. 1, p. 162). First Printing). Communicating with students - clear expectations, tying in prior knowledge, showing relationships, questioning and discussion (quality of questions, "Teach Like a Champion" techniques - "No Opt Out", "Cold Calling", etc.

<http://teachlikeachampion.com/books/teach-like-a-champion/>, engaging students by grouping, lesson pacing and instructional tools, assessment and demonstrating responsiveness. (Source:

<http://www.learningfocused.com> Resource:

<http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

SAS Alignment: Assessment, Instruction

Weekly Data Team Meetings

Description:

Conduct weekly data team meetings that have a specific focus and product each week. Resource: <http://effectivestrategies.wiki.caiu.org/Using+Data>

SAS Alignment: Assessment, Instruction

Mental Health Professional Development

Description:

Mental Health First Aid is the help offered to a person developing a mental health problem or experiencing a mental health crisis. The first aid is given until appropriate treatment and support are received or until the crisis resolves. (Source (1): [Implementing Youth Mental Health First Aid in Schools](#) Source (2): [Youth Mental Health First Aid - Training Video](#))
Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

SAS Alignment: Safe and Supportive Schools

Positive Behavioral Interventions and Supports

Description:

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

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Collaboration- grade level and subject area

Description:

Create opportunities for teachers to work in directed activities together- with grade levels- across buildings and across subjects.

Start Date: 8/29/2018 **End Date:** 6/30/2022

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

Supported Strategies:

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

Goal #4: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Classroom Observations

Specific Targets: Observation of classrooms will reflect instructional practices to support the skills outlined in the curriculum maps.

Type: Annual

Data Source: Student performance on standardized assessments

Specific Targets: Student achievement will reflect mastery of the standards. PSSA scores will increase by 3 percentage points in reading and math grades 3-8.

Strategies:

Substantial Professional Development

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

SAS Alignment: Instruction

Differentiated Instruction

Description:

"Learning Styles: Concepts and Evidence
http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf
Learning Styles
http://en.wikipedia.org/wiki/Learning_styles#cite_note-33
WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
Differentiated Instruction Reexamined
<http://www.hepg.org/hel/article/499>
Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms
<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>
Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>
"

SAS Alignment: Assessment, Instruction

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

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

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

SAS Alignment: Assessment, Instruction

Curriculum Mapping

Description:

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

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping: <http://webserver3.ascd.org/handbook/demo/mapping2.html>

Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Materials & Resources

Implementation Steps:

Professional Development in ELA curriculum mapping and best practices in ELA instruction

Description:

IU consultants will work with teachers and administrators to understand and implement changes in curriculum and instructional practices to address the rigors of PA Core in ELA. Teachers will attend trainings available at the IU as well as internal training and curriculum mapping sessions offered by district personnel. ELA curriculum maps that align with PA Core will be revised for every grade level K-8. Building and district administrators will also work with the teachers to utilize thinking routines to assist with student engagement in the learning process and critical thinking and problem solving. This coaching will include a particular focus on differentiating instruction to meet the needs of diverse learners in the classroom.

Start Date: 8/29/2018 **End Date:** 6/11/2021

Program Area(s): Professional Education, Special Education, Gifted Education

Supported Strategies:

- Substantial Professional Development
- Curriculum Mapping

Goal #5: 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.

Indicators of Effectiveness:

Type: Interim

Data Source: District Activities

Specific Targets: The district will engage and dialogue about opportunities with the community

Strategies:*Strategic and Proactive Communication***Description:**

Communication with District stakeholders will use a variety of media

SAS Alignment: Safe and Supportive Schools

Implementation Steps:*Develop a PK-12 Transition Plan***Description:**

A PK-12 Transition Plan will be developed to assist students as they enter the school district, and then as they progress through each level of education.

Start Date: 8/29/2018 **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- Strategic and Proactive Communication

Career Advisory Council

Description:

The District's Career Advisory Council comprised of various internal and external stakeholders will continue to meet to discuss career exploration activities.

Start Date: 8/29/2018 **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- Strategic and Proactive Communication

Parent Workshops

Description:

Parent Workshops will be provided at all levels of education. Workshop subjects will include, but not be limited to: Literacy, Financial Aid, CSD Cyber, Career Awareness.

Start Date: 8/29/2018 **End Date:** 6/30/2021

Program Area(s): Special Education, Student Services

Supported Strategies:

- Strategic and Proactive Communication

After School Activities

Description:

Community partners will be engaged to coordinate after school activities for elementary and middle school students.

Start Date: 8/29/2018 **End Date:** 6/30/2021

Program Area(s): Special Education, Student Services

Supported Strategies:

- Strategic and Proactive Communication

*Child Abuse Training Act 126/Suicide Awareness***Description:**

Staff will be trained in Mandated Reporting as required by Act 126 and Suicide Awareness as required by Act 71

Start Date: 8/29/2018 **End Date:** 6/30/2021

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

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:

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

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

Start	End	Title	Description	Provider	Type	App.
8/29/2018	6/11/2021	Professional Development in ELA curriculum mapping and best practices in ELA instruction	IU consultants will work with teachers and administrators to understand and implement changes in curriculum and instructional practices to address the rigors of PA Core in ELA. Teachers will attend trainings available at the IU as well as internal training and curriculum mapping sessions offered by district personnel. ELA curriculum maps that align with PA Core will be revised for every grade level K-8. Building and district administrators will also work with the teachers to utilize thinking routines to assist with student engagement in the learning process and critical thinking and problem solving. This coaching will include a particular focus on differentiating instruction to meet the needs of diverse learners in the classroom.	PDE/IU5/Conferences	IU	Yes
		Person Responsible Building/District Administration	SH 3.0	S 3	EP 30	

Knowledge

Best practices are presented as they relate to teachers and school administrators on various topics.

Supportive Research

The best/most up-to-date research is utilized for all Professional Development

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
 Series of Workshops
 Online-Asynchronous
 Offsite Conferences

Participant Roles

Classroom teachers
 Principals / Asst. Principals
 Paraprofessional

Grade Levels

Elementary - Primary (preK - grade 1)
 Elementary - Intermediate (grades 2-5)
 Middle (grades 6-8)

	<p>Other educational specialists Related Service Personnel</p>	<p>High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring</p>	<p>Evaluation Methods</p> <p>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 Review of participant lesson plans</p>

<p>LEA Goals Addressed:</p>	<p>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.</p>	<p>Strategy #1: Substantial Professional Development Strategy #2: Curriculum Mapping</p>
------------------------------------	---	--

Start	End	Title	Description
-------	-----	-------	-------------

8/29/2018	6/11/2021	Professional Development in ELA curriculum mapping and best practices in ELA instruction	<p>IU consultants will work with teachers and administrators to understand and implement changes in curriculum and instructional practices to address the rigors of PA Core in ELA. Teachers will attend trainings available at the IU as well as internal training and curriculum mapping sessions offered by district personnel. ELA curriculum maps that align with PA Core will be revised for every grade level K-8. Building and district administrators will also work with the teachers to utilize thinking routines to assist with student engagement in the learning process and critical thinking and problem solving. This coaching will include a particular focus on differentiating instruction to meet the needs of diverse learners in the classroom.</p>					
			SH	S	EP	Provider	Type	App.
			3.0	3	30	PDE/IU5/Conferences	IU	Yes
		Person Responsible Building/District Administration						

Knowledge Best practices are presented as they relate to teachers and school administrators on various topics.

Supportive Research The best/most up-to-date research is utilized for all Professional Development

Designed to Accomplish

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

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

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

Empowers educators to work effectively with parents and community partners.

For classroom teachers, school counselors and education specialists:

For school and district administrators, and other educators seeking leadership

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

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

Training Format

- LEA Whole Group Presentation
- Series of Workshops
- Online-Asynchronous
- Offsite Conferences

Participant Roles	<ul style="list-style-type: none"> Classroom teachers Principals / Asst. Principals Paraprofessional Other educational specialists Related Service Personnel 	Grade Levels	<ul style="list-style-type: none"> Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
--------------------------	---	---------------------	--

Follow-up Activities	<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with 	Evaluation Methods	<ul style="list-style-type: none"> 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 Review of participant lesson plans
-----------------------------	---	---------------------------	---

mentoring

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer