

Mount Union Area SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

603 North Industrial Drive
Mount Union, PA 17066
(814)542-8631
Superintendent: Amy Smith
Director of Special Education: Dianne Thomas

Planning Process

During Spring 2018, the Mount Union Area School District facilitator met with a representative from the Tuscarora Intermediate Unit 11 in order to review the process and begin the task of assembling a steering committee to develop the Strategic Plan 2019-2022. Our school principals solicited parents, students, and community members to serve on the committee. The Strategic Plan Steering Committee was composed of administrators, teachers, students, School board members, parents, community members, business leaders and support personnel. The facilitator for the strategic plan was identified as the Director of Special Education/Student Services.

The Strategic Plan Steering Committee scheduled numerous meetings throughout the 2017-18 school year to develop Action Teams that were created to develop the goals, strategies and activities. Each action team consisted of a team leader, parents, students, business/community members, and various school-related personnel. The action teams shared their plans with the entire Strategic Plan Steering Committee. Each Action Plan was reviewed and subsequently approved by the Steering Committee.

On October 15, 2018 all finalized plans were presented to the Board of Education Directors for review. To allow community review, copies of the Chapter 4 Educational Strategic Plan, Professional Education Plan, Induction Plan, and Technology Plan were published on the Mount Union Area School District website, www.muasd.org, and placed in main offices of all district school buildings.

The final plan was presented to the Board of School Directors of the Mount Union Area School District on November 19, 2018. Final Board adoption of the plan occurred at the regular Board of Directors meeting held on November 19, 2018. Copies of the plans were placed in school offices and on the school's website for community review.

In January of 2018 a new Superintendent was hired. Meetings were held to discuss plans and make decisions on the educational direction, given limited resources, of the District. Through these meetings and community input, it was determined there was a need for modifications to the current system.

The educational team discussed the goals, steps, programs, data, and strategies called for in the Comprehensive Plan. The committee began reviewing the Action Plans. The data was compiled and written into the plan design form.

On October 15, 2018 the Board at a workshop finalized goals and discussed the process. The plan will be placed on review so that it may be approved at the November Board meeting and then Submitted. If any revisions need to be made, there will be enough time before the November submission date.

Mission Statement

The Mount Union Area School District prepares all children for success and productivity in a global society by encouraging the fulfillment of individual hopes and dreams. Our mantra is "Proactive for Students!"

Vision Statement

During the next three years the Mount Union Area School District will have:

In Program Development

- Implement a K-12 technology plan.
- Implement a K-12 schoolwide positive behavioral interventions and supports (SWPBIS) program.
- Implement a K-12 family and school engagement program.
- Implement a K-12 standards based curriculum and assessment alignment.

In Professional Development

- Implemented a continuous professional development plan that is future focused and that supports program development.
- Implemented a continuous professional development plan that is data driven.

In Curriculum

- Implemented a standards based curriculum in ELA, Mathematics, and Science K-12.
- Placed the curriculum on the district website, purchasing a curriculum management platform.
- Developing consistent grade level and or department syllabi for each course.

In Assessment

- Developed and implemented a process that monitors on a regular basis the value added to each child's daily education.
- Developed grade level data teams to assist student progress.

In Individual Student Focus

- Developed and implemented systems that insure each child has a flexible, individualized education plan that, when appropriate, identifies a career path.

In Leadership

- Identified the strengths of each leader.
- Developed and implemented system that aligns responsibilities and strength.

In Staffing

- Systematically developed and implemented processes for hiring, inducting and out-counseling.

In Instruction

- Developed and implemented, through our professional development plan, a methodology for educating our staff K-12 in differentiating instruction.
- Developed and be utilized systems that insure decisions relating to instruction are data driven.

In Facilities

- Design a long-term, future-focused facility plan that includes pre-kindergarten along with curriculum and instruction enhancement.

In Technology

- Automated all district libraries
- Integrated appropriate technology to ensure a safe and secure learning environment.
- Developed and implemented an elementary technology program.
- Provided software and hardware to differentiate instruction in every classroom.
- Developed an in-house virtual academy providing advanced and remedial opportunities.

In Finance

- Created a budget development process that is transparent and focused on long-term goals.
- Pursued alternative revenue streams through both entitlement and competitive grants.

In Community

- Developed programs and a culture focused on children from birth to twelfth grade.
- Developed a plan to build family and school engagement.
- Resources provided to the community, created a plan to engage community with the school, providing support throughout the community.

Shared Values

Trust: Relying on the integrity, ability and character of those around us and of our organization as a whole.

Respect: Honoring ourselves and those around us, daily.

Compassion: Recognition of the plight of others, coupled with an intense desire to help them overcome it.

Ownership: Having a stake or sense of self in the creation of and operation of our systems and the fulfillment of our individual destiny.

Accountability: (added 2010) responsible to others or to an action; liable.

Educational Community

The Mount Union Area School District

The organizational structure of the Mount Union Area School District is as follows:

3 Elementary Schools (Grades K-6)

Mount Union - Kistler Elementary School

Shirley Township Elementary School

Mapleton Union Elementary School

The Mount Union Area School District continues to host a Pre K program in partnership with the Huntingdon County Child and Adult Development Corporation. This initiative continues to be supported through Pre K Counts, Pa Pre K Counts and Head Start Supplemental in addition to Title 1 funding for the 2018-19 school year.

One Junior High School (Grades 7-8)

One Senior High School (Grades 9-12)

The planned courses of instruction and assessment programs are matched to the state requirements under Chapter 4 for all of our programs. The state and district benchmarks and/or local assessments have been developed or adopted to address the Pennsylvania Academic Standards. Monitoring of the program and data analysis of the results will be completed at each grade level according to descriptions outlined in our assessment action plan.

Planning Committee

Name	Role
Michael Hummel	Administrator : Professional Education Special Education Schoolwide Plan
Amy Smith	Administrator : Professional Education Special Education Schoolwide Plan
Dianne Thomas	Administrator : Professional Education Special Education Schoolwide Plan
Andrea Christoff	Board Member : Professional Education Special Education
Dolly Ranck	Board Member : Professional Education Special Education

Matthew Franks	Building Principal : Professional Education Special Education Schoolwide Plan
Michele Grove	Building Principal : Professional Education Special Education Schoolwide Plan
Maurine Hockenberry	Building Principal : Professional Education Special Education Schoolwide Plan
Curt Whitesel	Building Principal : Professional Education Special Education Schoolwide Plan
Sandra Morgan	Business Representative : Professional Education
Joanne Simpson	Business Representative : Professional Education
Louise Ketner	Community Representative : Professional Education
Bill Lamberson	Community Representative : Professional Education
Jane Wagner	Community Representative : Professional Education
Rex Goss	Ed Specialist - School Counselor : Professional Education Special Education
Susan Hendricks	Ed Specialist - School Counselor : Professional Education Special Education
Laci Simpson	Ed Specialist - School Counselor : Professional Education Special Education
Nicky Dountas	Elementary School Teacher - Regular Education : Professional Education Special Education
Dorea Cunningham	Elementary School Teacher - Special Education : Professional Education Special Education
Mark DeVivo	High School Teacher - Regular Education : Professional Education Special Education
Adam Glasgow	High School Teacher - Regular Education : Professional Education Special Education
Randy Crowder	High School Teacher - Special Education : Professional Education Special Education
Brian Kritzer	High School Teacher - Special Education : Professional Education Special Education
Regina Sellers	Middle School Teacher - Special Education : Professional Education Special Education
Beth Snyder	Middle School Teacher - Special Education : Professional Education Special Education
Dawn Shields	Parent : Professional Education Special Education
Michelle Shields	Parent : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

Science and Technical Subjects		
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

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

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

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

Unchecked answers

None.

Middle Level

Checked answers

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

Unchecked answers

None.

High School Level

Checked answers

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

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

Unchecked answers

None.

Explanation for any standards checked:

There are a multitude of programs in place within the district. Programs include LETRS, Guided Reading, LLI, RtII, Olweus, Verbal Behavior Project, READ 180, System 44, Corrective Reading...The Reading Mastery Series, ALEX, and Benchmark Reading. In addition, the district participates with after school tutoring through the 21st Century Grant. An advisor/advisee program is also in place to assist students to meet graduation requirements. All students, both special and regular education have equal access to each program.

The District has utilized data from DIBELS, System 44, LLI, and READ 180 to assist in each area. The teachers can monitor progress in a variety of areas and graph the progress. If students are not improving, interventions are implemented to help the student gain the skills. These tools have been invaluable for the students, staff, and parents. More recently, the tools have become valuable for the school psychologist in determining if a student is making progress after being referred for testing.

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

Processes used to ensure Accomplishment:

As a District, we are constantly striving to review, monitor, evaluate, assess, and modify practices and procedures based on the data. This section was marked developing instead of accomplished, as it was monitored and reviewed annually.

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

Processes used to ensure Accomplishment:

As a District, we are constantly striving to review, monitor, evaluate, assess, and modify our practices and procedures based on the data. This section was marked developing instead of accomplished, as it was being monitored and reviewed annually.

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

Processes used to ensure Accomplishment:

As a District, we are constantly striving to review, monitor, evaluate, assess, and modify our practices and procedures based on the data. This section was marked

developing instead of accomplished, as it was being monitored and reviewed annually.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

As a District, we are constantly striving to review, monitor, evaluate, assess, and modify our practices and procedures based on the data. This section was marked developing instead of accomplished, as it was being monitored and reviewed annually.

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 Mount Union Area School District provides or contracts an extensive array of special education programs for students with disabilities including Learning Support, MDS Support, Life Skills Support, Emotional Support, Autistic Support, Speech/Language Support, Vision Support, and Hearing Support. The district recognizes the importance of educating students within the confines of the school district to the maximum extent possible. The district will continue to work extensively with Intermediate Unit 11 and PaTTAN to provide comprehensive professional

development opportunities for administrators, regular education teachers, special education teachers, and paraprofessionals who work with students with disabilities. The district will continue to support participation in annual conferences such as the CEC Conference (State College), PDE Conference (Hershey), and the Autism/Low Incidence Conferences held in State College.

Students with special needs as well as those who are on Tier II and Tier III of the district's continuum of service model must have activities progress monitored to ensure improvement. The District has utilized data from DIBELS, 4-Sight, System 44, CDT's, LLI, and READ 180 to assist in this area. The teachers can monitor progress in a variety of areas and graph the progress. If students are not improving, interventions are implemented to help the student gain skills. These tools have been invaluable for the staff, students, and parents.

Throughout the district, the most important strength is the stakeholder. Stakeholders include all teachers who work directly with students with disabilities, who are always striving to achieve the best for all students; the instructional support staff who work diligently with the special education staff, who are willing to attend various trainings to improve their skills; the special education secretary who maintains and keeps all the paperwork flowing through the proper channels; the school psychologist who brings the unique perspective and expertise of a psychologist when discussing students; and the administration that is supportive of training and innovative approaches to educating students with disabilities. The professional and support staff of the Mount Union Area School District is dedicated to providing quality programs to students with disabilities.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors

- Department Supervisors

Unchecked Answers

- Instructional Coaches
- Not Reviewed

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

The District utilizes the State's model for evaluation of teachers and administrators. Bi-weekly walkthroughs are conducted and recorded using the PA-EETEP system. The district utilizes a Differentiated Supervision model. Teacher's and administrator's are required to complete an SLO, which is recorded using the PA-EETEP system. All formal observations are recorded in the PA-EETEP system.

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

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

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

All of our teachers are highly qualified and we have met comparability each year.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	25.00	25.00	25.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	1.00	1.00	1.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	8.50	8.50	8.50
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.
- 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.

Unchecked answers

- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

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

Economics	X	X		X	X	
Environment and Ecology	X	X		X	X	
Family and Consumer Sciences	X	X		X	X	
Geography	X	X		X	X	
Health, Safety and Physical Education	X	X		X	X	
History	X	X		X	X	
Science and Technology and Engineering Education	X	X	X	X	X	
World Language	X	X		X	X	

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Summative: Benchmark Assessment , Study Island, Scholastic Reading Inventory, Grade, Keystone, PSSA	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Benchmark Benchmark Assessment , Study Island, Scholastic Reading Inventory, Grade, DIBELS Next	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Formative Benchmark Assessment , Study Island, Scholastic Reading Inventory, Grade, DIBELS Next	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Diagnositc GRADE, DIBELS Next, Study Island, Benchmark Assessment	X	X	X	X

Validation of Implemented Assessments

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

Building Supervisor Review	X	X	X	X
Department Supervisor Review	X	X	X	X
Professional Learning Community Review				
Instructional Coach Review	X	X	X	X
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

The assessment process allows for faculty to explore ways to continually improve student learning, course design, the effectiveness of programs, and overall teaching and learning. Unlike evaluation, which looks at mastery of content, assessment looks at the process of learning. Assessment should enhance learning and should reflect the outcomes, purpose, and direction of learning design. Assessment also provides the means for transformative learning by providing relevant, clear, and timely feedback to students and other stakeholders.

Outcomes assessment is the process for ongoing measurement and continuous improvement of student learning and has specific and interrelated purposes:

- To improve student academic achievement;
- To improve teaching strategies;
- To document best practices;
- To identify opportunities for systemic improvements; and
- To provide evidence for institutional effectiveness.

The assessment process is ongoing and mission driven. This process includes the assessment of student learning outcomes, course learning outcomes, program outcomes, and general education goals. In addition, the process validates program outcomes

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.

Currently the District uses the Study Island tests as the locally administered test. The Study Island company provides the data and verification of validity and reliability. Study Island's white papers, foundational research documents, and statistical research documents provide an overview of our research base and demonstrate how Study Island helps increase student achievement.

Collection and Dissemination

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

The District uses a data team meeting model. Each level conducts data team meetings as often as once a week but no less than quarterly. The data is reviewed, discussed, and used to inform decision making and adjust practices. We also disseminate information through faculty meetings, via email, and publications.

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.

The District uses a data team meeting model. Each level conducts data team meetings as often as once a week but no less than quarterly. The data is reviewed, discussed, and used to inform decision making and adjust practices. We also disseminate information through faculty meetings, via email, and publications.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Through the use of assessments the data is reported. Educators identify student strengths and weaknesses. Instructional practices are identified to assist students towards mastery and proficiency. Content not mastered becomes the focus, various interventions are implemented to ensure student success. At the beginning of the year every student creates benchmark goals in literacy to achieve. The goals are monitored and progress is reported during parent/teacher conferences.

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

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides			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.

After selecting the learning objectives and assessments for the course, we need to focus on various instructional activities used to engage students to meet the objectives. The key is alignment of instructional strategies with the other components. Traditional teaching methods entail the teacher explaining a topic and students taking notes, a passive learning experience with minimal interaction between students and teachers. Students today require an array of methodologies to encourage independent and strategic thinking. Learners must be led to reach their own discoveries.

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.

The PSSA/Keystone data indicates a need for an increase in student achievement in all buildings across the district. The current achievement levels do not meet the district expectations. The district hired a Director of Curriculum, Instruction, and Assessment in June 2018 to review and revise the existing curriculum and instructional practices K-12 to ensure all students are provided the same content and quality education. The Director of

Curriculum, Instruction, and Assessment is also responsible for beginning the process to create standardized assessments for various content areas. Current curriculum and instructional practices will be assessed and best practices will be implemented. The district has also embarked on a SWPBIS initiative and an initiative to build family and school engagement, both initiatives focused on increasing student achievement.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs				
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training			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 Board at this time has decided not to pursue a School Resource Officer for the District. The district is proposing the hiring of a School Resource Officer through the School Safety and Security grant if funding is awarded.

We do not have a formal SAP team at the elementary school but the teams feel that through the programs and the direction of administration and counseling services our needs are being met. There is a strong partnership between the agencies and the school. The district contracts with Merakey to provide mental health services in the district, offices are stationed in two of the elementary buildings and at the Junior/Senior 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.)

The National Association for Gifted Children defines gifted individuals as:

"...those who demonstrate outstanding levels of aptitude (defined as an exceptional ability to reason and learn) or competence (documented performance or achievement in top 10%

or rarer) in one or more domains. Domains include any structured area of activity with its own symbol system (e.g., mathematics, music, language) and/or set of sensorimotor skills (e.g., painting, dance, and sports)." National Association for Gifted Children (NAGC) Mount Union Area School District strives to ensure that all students achieve their highest level of critical thinking and creativity and that they value themselves and the diversity of others. In support of this mission, Gifted Educational Services offers learning opportunities to those students identified as gifted. The District recognizes that these individuals exhibit strengths in problem solving and/or thinking skills. These demands require specialized instruction to foster divergent thinking which is abstract, complex and multifaceted. Gifted Educational Services accomplishes this by offering the following, research-based learning experiences:

1. Differentiated instruction in the regular classroom based on the gifted student's needs and abilities;
2. Flexible grouping;
3. Specific blocks of time when students have the opportunity to gather in peer groups, to study subjects and issues in depth and at higher levels of sophistication, integrating the use of technology; and
4. Opportunities for acceleration

Mount Union Area School District's Gifted Program proposes the following:

- The academic program for gifted students will encompass a high level of cognitive and affective concepts and processes beyond those provided by the general education program.
- Enables students to become producers of knowledge, not merely consumers of knowledge. Instruction for gifted students expands their thinking and encourages students to think differently, resulting in students' perception of themselves as researchers, historians, mathematicians, writers, and scientists.
- Broad themes, appropriate to several disciplines, will be used to provide stimuli to help students build cohesive understanding of the connections among various disciplines and promote deeper understanding of content.
- The diversity and uniqueness of individuals and cultures will be honored and integrated into substantive curricular content.
- Learning environments will incorporate cognitive and metacognitive experiences to help students develop the following traits and skills: innovation, exploration, self-monitoring, creativity, planning and decision-making.
- Students will develop the affective skills of independence, openness to new ideas and risk taking.

Screening/Referral

Teachers, parents, or other school personnel can identify students as potential candidates for the Gifted program. Parent referrals are made by written request to the building principal or guidance counselor.

1. Screening - Guidance Counselors review the student's educational records and administer the Kaufman Brief Intelligence Test (K-BIT), a short form IQ and achievement test. (If a student's measured IQ is 125-130, the Guidance Counselor completes a referral packet, which includes the teacher's input form. If the criteria are not met, the Guidance Counselor contacts the parents to discuss the results.)

2. If the criteria is met, the District will send the parent a Permission to Evaluate form and a Parent Input form. The parent returns the signed Permission to Evaluate form and upon receipt the district's psychologist is notified.

3. The Multidisciplinary Evaluation (MDE) follows the state guidelines for assessment and eligibility. If the student meets the criteria set forth under Chapter 16, the student is deemed Mentally Gifted. A Gifted Individualized Educational Plan (GIEP) is then developed by the Multidisciplinary Team. If a student does not meet the criteria set forth under Chapter 16, the MUASD will issue the determination in writing to the parent via a Notice of Recommended Assignment (NORA).

Timeline

- Parent makes an oral request

-10 calendar days to provide a Request in Writing Form

- Initial Evaluation

-60 calendar days after district receives the signed Permission to Evaluate Form

- Gifted Individualized Educational Plan should be developed within 30 calendar days after issuance of the Evaluation Report

- The Gifted Individualized Education Program (GIEP) shall be implemented no more than 10 school days after the Notice of Recommended Assignment (NORA) is received or at the start of the school year

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

Teachers, parents, or other school personnel can identify students as potential candidates for the Gifted program. Parent referrals are made by written request to the building principal or guidance counselor.

1. Screening - Guidance Counselors review the student's educational records and administer the Kaufman Brief Intelligence Test (K-BIT), a short form IQ and achievement test. (If a student's measured IQ is 125-130, the Guidance Counselor completes a referral packet, which includes the teacher's input form. If the criteria are not met, the Guidance Counselor contacts the parents to discuss the results.)

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Timeline

- Parent makes an oral request

-10 calendar days to provide a Request in Writing Form

- Initial Evaluation

-60 calendar days after district receives the signed Permission to Evaluate Form

- Gifted Individualized Educational Plan should be developed within 30 calendar days after issuance of the Evaluation Report

- The Gifted Individualized Education Program (GIEP) shall be implemented no more than 10 school days after the Notice of Recommended Assignment (NORA) is received or at the start of the school year

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

Teachers, parents, or other school personnel can identify students as potential candidates for the Gifted program. Parent referrals are made by written request to the building principal or guidance counselor.

1. Screening - Guidance Counselors review the student's educational records and administer the Kaufman Brief Intelligence Test (K-BIT), a short form IQ and achievement test. (If a student's measured IQ is 125-130, the Guidance Counselor completes a referral packet, which includes the teacher's input form. If the criteria are not met, the Guidance Counselor contacts the parents to discuss the results.)

2. If the criteria is met, the District will send the parent a Permission to Evaluate form and a Parent Input form. The parent returns the signed Permission to Evaluate form and upon receipt the district's psychologist is notified.

3. The Multidisciplinary Evaluation (MDE) follows the state guidelines for assessment and eligibility. If the student meets the criteria set forth under Chapter 16, the student is deemed Mentally Gifted. A Gifted Individualized Educational Plan (GIEP) is then developed by the Multidisciplinary Team. If a student does not meet the criteria set forth under Chapter 16, the MUASD will issue the determination in writing to the parent via a Notice of Recommended Assignment (NORA).

Timeline

- Parent makes an oral request

-10 calendar days to provide a Request in Writing Form

- Initial Evaluation

-60 calendar days after district receives the signed Permission to Evaluate Form

- Gifted Individualized Educational Plan should be developed within 30 calendar days after issuance of the Evaluation Report

- The Gifted Individualized Education Program (GIEP) shall be implemented no more than 10 school days after the Notice of Recommended Assignment (NORA) is received or at the start of the school year

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.

Virtual Academy in-house program allows for students to complete accelerated courses online in addition to advanced placement courses not offered in the classroom.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning		X	X	X
Coaching/Mentoring				
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
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 Mount Union Area School District has established positive working relationships with a variety of community agencies that support students within

the school setting. Such services include mobile therapy, behavior specialist consultation, and therapeutic staff support. Furthermore, the district works collaboratively with community agencies to assist students with a variety of mental health needs.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

The Mount Union Area School District has established positive working relationships with a variety of community agencies that support students within the school setting. Such services include mobile therapy, behavior specialist consultation, and therapeutic staff support. Furthermore, the district works collaboratively with community agencies to assist students with a variety of mental health needs.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison				
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X

Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

The Mount Union Area School District has established positive working relationships with a variety of community agencies that support students within the school setting. Such services include mobile therapy, behavior specialist consultation, and therapeutic staff support. Furthermore, the district works collaboratively with community agencies to assist students with a variety of mental health needs.

Communication of Educational Opportunities

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

School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

There are a multitude of programs in place within the district. Programs include Guided Reading, LLI, MTSS, Olweus, SWPBIS, Verbal Behavior Project, READ 180, System 44, and Corrective Reading...The Reading Mastery Series. In addition, the district participates with after school tutoring through the 21st Century Grant. An advisor/advisee program is also in place to assist students with meeting graduation requirements. All students, both special and regular education have equal access to these programs.

Teachers work directly with students with disabilities, always striving to achieve the best for all students; the instructional support staff work diligently with the special education staff, who are willing to attend various trainings to improve their skills; the special education secretary who maintains and keeps all the paperwork flowing through the proper channels; the school psychologist brings the unique perspective and expertise of a psychologist when discussing students; and the administration that is supportive of training and innovative approaches to educating students with disabilities. The professional and support staff of the Mount Union Area School District is dedicated to providing quality programs to students with disabilities.

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

A previous KTO grant in 2012 began dialogues and trainings with joint District personnel and program personnel. The trainings and coaching benefited both groups bringing the agencies into our buildings and sending building personnel into the agencies. We also are the fiscal agent of the 21st Century afterschool grant which includes an early childhood component. The KTO benefited ages birth to grade 5 and grade 9 through 12. The 21st Century afterschool program encompasses birth to grade 5. Additional intervention programs, such as Grapeseed have been added to the curriculum PreK to first grade.

Preschool Agency Coordination

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

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

The Mount Union Area School District continues to host a Pre K program in partnership with the Huntingdon County Child and Adult Development Corporation. This initiative continues to be supported through Pre K Counts, Pa Pre K Counts and Head Start. The Mount Union Area School District in cooperation with the Huntingdon County Child and Adult Development Corporation conducts transition activities as pre-school students prepare for kindergarten. Classroom visitations, conferences with kindergarten teachers, and workshop sessions are part of the process. Our teachers are provided with a list of resource materials to help implement the transitioning activities involving these students. During kindergarten registration, the students are involved in a standardized screening process in which the results are shared with parents to help their child prepare for kindergarten. The elementary counselor, principals and nurse meets with Head Start staff to discuss the individual strengths and needs of every child entering kindergarten.

Early Intervention meetings are held each winter to aid in the transition for students with special needs from the Early Intervention program to the School age program.

Each spring before kindergarten registration the district in cooperation with PA Pre K Counts conducts an information session for parents and child care providers. An evening event describes the registration process and gives the parents and providers tips on such areas as reading, math, study skills, and transitioning. In August before the school year begins, kindergarten orientation is held in each school introducing the child to the school and their teacher.

Each summer a building specific booklet is mailed to in-coming kindergarten students, introducing them to their school. The book contains actual pictures of staff and the building. The book was created as part of the Pre K Counts initiative and was authored by the education students of Juniata College.

The partnership with Head Start still continues with a large number of students transitioning from Head Start to the Pre-K and Kindergarten rooms.

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	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.

Materials and resources are purchased and selected for use by all students. Resources are focused on needs and connect to the academic standards with the curriculum being taught. We have focused and will continue to focus on the integration of technology into instructional planning. The district through a lease option is almost one-to-one. Materials are differentiated and will accommodate multiple types of learners.

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	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.

Materials and resources are purchased and selected for use by all students. Resources are focused on needs and connect to the academic standards with the curriculum being taught. We have focused and will continue to focus on the integration of technology into instructional planning. The district through a lease option is almost one-to-one. Materials are differentiated and will accommodate multiple types of learners.

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.

Materials and resources are purchased and selected for use by all students. Resources are focused on needs and connect to the academic standards with the curriculum being taught. We have focused and will continue to focus on the integration of technology into instructional planning. The district through a lease option is almost one-to-one. Materials are differentiated and will accommodate multiple types of learners.

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	Developing

and demonstrates relationships among fundamental concepts and skills	
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.

Materials and resources are purchased and selected for use by all students. Resources are focused on needs and connect to the academic standards with the curriculum being taught. We have focused and will continue to focus on the integration of technology into instructional planning. The district through a lease option is almost one-to-one. Materials are differentiated and will accommodate multiple types of learners.

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	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms

Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 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	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district

	classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

All have been proactively involved in helping implement a standards aligned system by providing the following: professional development, faculty/release time to analyze eMetric, DIBELS, Scholastic Reading Inventory, CDT's, formal and walkthrough observations to observe grade level PA Standards based lessons, review of lesson plans to assure alignment of district curriculum to PA Standards aligned curricula and formal training of the SAS web-portal for all teaching staff in the building. Administrative observations and teachers' lesson plans reflect use of District's standards aligned curriculum written by teachers. Curriculum was written to reflect the current Pennsylvania Core Standards.

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	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district

	classrooms
Family and Consumer Sciences	Implemented in 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
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

All have been proactively involved in helping implement a standards aligned system by providing the following: professional development, faculty/release time to analyze eMetric, DIBELS, Scholastic Reading Inventory, CDT's, formal and walkthrough observations to

observe grade level PA Standards based lessons, review of lesson plans to assure alignment of district curriculum to PA Standards aligned curricula and formal training of the SAS web-portal for all teaching staff in the building. Administrative observations and teachers' lesson plans reflect use of District's standards aligned curriculum written by teachers. Curriculum was written to reflect the current Pennsylvania Core Standards.

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	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 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
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

All have been proactively involved in helping implement a standards aligned system by providing the following: professional development, faculty/release time to analyze eMetric, DIBELS, Scholastic Reading Inventory, CDT's, formal and walkthrough observations to observe grade level PA Standards based lessons, review of lesson plans to assure alignment of district curriculum to PA Standards aligned curricula and formal training of the SAS web-portal for all teaching staff in the building. Administrative observations and teachers' lesson plans reflect use of District's standards aligned curriculum written by teachers. Curriculum was written to reflect the current Pennsylvania Core Standards.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 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
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

All have been proactively involved in helping implement a standards aligned system by providing the following: professional development, faculty/release time to analyze eMetric, DIBELS, Scholastic Reading Inventory, CDT's, formal and walkthrough observations to observe grade level PA Standards based lessons, review of lesson plans to assure alignment of district curriculum to PA Standards aligned curricula and formal training of the SAS web-portal for all teaching staff in the building. Administrative observations and teachers' lesson plans reflect use of District's standards aligned curriculum written by teachers. Curriculum was written to reflect the current Pennsylvania Core Standards.

Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students

who may be on a path to dropping out of school. Please indicate your selection of the following options.

Not answered

Professional Education

Characteristics

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

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

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

The District implements a professional development planning process designed to create a culture of teaching and learning. The use of data from a variety of sources is used to inform

the identification of appropriate learning opportunities for staff. Professional education occurs in a variety of formats including: in-service, continuing higher education, professional development training, webinars, workshops, committee meetings, etc.

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

Not applicable

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/17/2017 New hires take the online mandated reporter training

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 plans to conduct the training on approximately:
8/19/2019

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

Questions
The LEA plans to conduct the training on approximately:
8/19/2019

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.

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

Unchecked answers

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.

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

The District develops a professional development plan which is part of the Comprehensive Plan. Patterns of achievement, concerns and systemic challenges are reviewed as part of the comprehensive planning process. In addition to the development of the Comprehensive Plan, this process occurs on an annual basis in a continuous improvement model. These areas of focus for professional development are identified as part of this systematic review.

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

The implementation evaluation was not created because as the state evaluation tool takes the information into consideration. Weekly walkthroughs include information based upon the expectations that teachers put into practice and through that usage will validate the overall effectiveness of the professional development.

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.

Unchecked answers

None.

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

A formalized teacher induction process is in place for the District. Inductees are assigned a teacher mentor who exemplifies the goals, objectives, and competencies which are desirable for outstanding educators. Inductees meet regularly with their mentors prior to and during the school year. Specific goals for these meetings are established. Principals meet quarterly with inductees and their mentors to ensure goals are being attained. Documentation of the process is maintained and submitted to the superintendent at the end of the school year. The teacher induction process continues for those inducted requiring additional support and intervention.

The Pennsylvania Department of Education requires new teachers meet all of the requirements of an induction program. A binder of the state requirements are provided during teacher in-service day. The Mount Union Area School District's program requirements include:

- Release day to observe veteran teachers
- Attend a school board meeting
- Complete a needs assessment with the mentor
- Attend a goal setting meeting and monthly informational meetings
- Meet monthly with the mentor
- Complete the end of the year survey

The below timeline is used each year.

By October 31

.....Release Day to Observe Veteran Teachers

(Schedule with your building principal/leader so that he/she can notify Mrs. Rhodes for a substitute or arrange coverage.)

½ DayObservation of Teacher of Same Grade Level / Department

½ DayObservation of Choice or Principal's Recommendation

October/May

3:15 PM – 4:15 PMHigh School Library

(All Mentors present)

Attend informational sessions each month on various topics

.....**Mr. Michael Hummel**

April/May

3:15 PM – 4:15 PMHigh School Library

(All Mentors present)

Goal SettingMrs. Dianne Thomas

Planning for Next Year

Self-Assessment – Review of School Year

Revisit Goals

Attend ONE school board meeting

Meetings are held on the last Monday of the month at 7:00 PM in the High School Library.
(Submit the meeting agenda with your signature and your mentor's signature at the end of the school year when you submit all other forms.)

Complete the "End of Year Survey"

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

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.

Principals provide clear and direct oversight of the inductees' progress within the teaching assignment. Formal and informal data sources are utilized to monitor the needs of the inductees in order to intervene and remediate when necessary.

There is time available for the mentor/mentee to reflect and review data. Time is provided for observation, discussion and reflection.

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

not applicable

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.

- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

- 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).

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

Principals and prospective mentors meet to see the fit for providing this service and if the qualities exist. It is decided through a posting of the positions and discussions between the principals and qualified mentors.

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

The use of mentor training has been discussed and explored. The time commitment and possibilities are weighed. This process happens on in-service days and through training provided by the IU. The mentors go through literacy and data training.

Induction Program Timeline

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

If necessary, provide further explanation.

The topics above are discussed through the monthly meetings and through meeting with the administrators on a consistent and frequent basis.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Administrators, supervising the inductees and mentors, monitor the induction process throughout the school year. They intervene as necessary to ensure attainment of goals. At the end of each year, inductees and mentors complete an evaluation survey which reflects the value and effectiveness of the process.

Needs assessments, weekly walkthroughs by the administrators, meetings between mentor/mentee/administrators are held before the final evaluations are completed.

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: **268**

Identification Method

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

The Mount Union Area School District currently uses the discrepancy model to identify students with specific learning disabilities. In accordance with Chapter 14 Regulations and

the PA Guidelines for Identifying Students with SLD, a multidisciplinary evaluation team considers evaluation data as they relate to four eligibility criteria. To be identified as a student with a specific learning disability, a student must meet all four criteria.

First, the team examines the extent to which the student is not achieving adequately relative to age or state-approved grade-level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving. The team documents and considers multiple sources of data related to the student's level of academic achievement, including results of the PSSA, ELA, Keystones, universal screenings, classroom observations, curriculum-based assessments, and norm-referenced achievement tests. A student's achievement must be significantly below age- or grade-level standards (e.g., approximately the 10th percentile on a norm-referenced test) to meet this criterion.

Second, the team considers whether the student exhibits a pattern of strengths and weaknesses relative to intellectual ability, as defined by a severe discrepancy between intellectual ability, achievement, or relative to age or grade. A predicted achievement model is utilized so that regression to the mean is considered. A severe discrepancy is generally considered to exist when the student's actual achievement is approximately one standard deviation below his or her predicted achievement. The team may also consider significant disparity between academic skills as evidence of a pattern of strengths and weaknesses relative to age or grade.

Third, the team reviews all other exclusionary factors to determine whether the primary reason for the student's inability to meet age and grade level standards is related to vision, hearing, or orthopedic impairments; intellectual disability; emotional disturbance; cultural factors; limited English proficiency; or environmental or economic disadvantage. A student cannot be identified as having a learning disability if any of these factors are the primary cause of his or her learning problems.

Finally, the team works to ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that prior to, or as a part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observation of routine classroom instruction. Further, the District ensures that repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

While school district personnel work diligently to collect screening data and to support students within early intervening activities, these processes do not serve as a barrier to the right of parents to request an evaluation, at any time, including prior to or during the conduction of early intervening activities.

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>

Not significantly disproportionate.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The Mount Union Area School District supports nonresident students in group homes or other placements, located within our borders, to attend the public schools within the school district to the maximum extent appropriate as outlined in the BEC: Educational Programs for Students in Non-Educational Placements 22 Pa. Code Section 14.102.

Students are enrolled and started without hesitation and students in need of special education services receive said services immediately per resident school district IEP. In addition, meetings are held within two weeks to update all required paperwork to ensure the student is receiving a free and appropriate public education within the least restrictive environment consistent with Chapter 14 and IDEA 2004 as well as 342 of the Pennsylvania regulations and standards.

All educational decisions made regarding goals, programming, and educational placement are done so with a team approach which includes the input from the resident district and any outside agencies that may be involved with the child's case such as MH/MR or foster placement agencies. Additionally, the resident district is kept up-to-date with respect to the student. The Mount Union Area School District finances the provision of the educational program for the students in the group home per Section 1306 of the school code. The resident school district is billed for all special education services provided per regulation. The only barrier that can be identified in regards to the District's ability to meet its obligations under Section 1306 of the Public School Code centers on communication between the LEA and student's previous school district. However, these barriers are addressed through continued collaborative efforts between the District and 1306 facilities to ensure child find and provision of FAPE for students with disabilities (ie: improve communications & networking with outside agencies/programs, interagency collaboration, etc.)

Incarcerated Students Oversight

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

The Mount Union Area School District works collaboratively with the Huntingdon County Prison to provide a quality educational program to eligible students with disabilities. This program operates under the guidance of Huntingdon Area School District, to whom the District contracts for services at the prison. Comprehensive referral and identification procedures have been developed to ensure that all eligible students with disabilities are provided a FAPE. Procedures for ensuring FAPE include meeting with County Prison officials weekly to check inmate rosters for students that potentially qualify for educational services under *Brian B. v. Commonwealth of PA*. Students are interviewed and asked to participate in the program. The district of residence is contacted for records and to coordinate the course of study for students. Based on their screening results an evaluation is conducted, when appropriate, in accord with Chapter 14 & IDEA requirements and procedures. For identified students, IEP's are followed and data are reviewed and collected from the student, teachers, parents, and district representatives to determine appropriate programs/services.

The District will ensure implementation of Child Find activities through: evaluation procedures, development of Individualized Education plans, educational placements, re-evaluation, and personnel development, maintenance of confidentiality, parental involvement, surrogate parents assignment, private school placements, procedural safeguards and due process procedures. The requirement includes an approved academic program, appropriate credentials of personnel, appropriate supervision and provision of the program consistent with special education standards and regulations. Incarcerated students remain eligible for educational services in the same manner and to the same extent as a student who has been placed in an alternative education program for disruptive students. The educational program and placement will permit students to make normal academic progress and achieve requirements for graduation as defined by the home district. The district would conduct psycho-educational testing, convening the MDE/IEP teams to determine the level of need and services. Once decided, the agency responsible for providing educational services would provide FAPE to the student (s).

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 Mount Union Area School District is committed to providing a Free, Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). Once a student has been determined eligible for and in need of specially designed instruction, the IEP team works collaboratively to develop a comprehensive plan based on the child's unique present educational levels, strengths, and needs. The IEP team follows a progression of activities during the IEP development. The discussion of educational placement occurs only after the determination of present educational levels, strengths, needs; specially designed instruction, related services, and participation in the general education program are addressed.

The Mount Union Area School District strives to educate all students with disabilities in the regular education program to the maximum extent appropriate. When determining how to best meet a student's individualized goals and objectives, the IEP team begins with a discussion of providing a student's educational program in the regular education environment with supplemental aides and services. The consideration of appropriate supplementary aides and services, remains the vehicle that guides team members in developing least restrictive educational placements for all children with disabilities. It is only after the IEP team has considered the full continuum of special education programs and services, along with documentation and progress monitoring data, that a more restrictive educational placement is determined appropriate by the IEP team (i.e. special classes, special schools, home instruction, and instruction in hospitals and institutions). Students with severe disabilities (such as autism/pervasive developmental disorder, emotional disturbance; intellectual disability; degenerative impairments with mental involvement; and multiple disabilities) may require more intensive specially designed instruction outside the regular class & general education curriculum to address complex needs (determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level). To the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and removal from the regular educational environment only occurs when education in that setting cannot be achieved satisfactorily with the full range of supplementary aides and services; or is unable to make meaningful progress in the goals included in the student's IEP. A child with a disability is not removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum or because of the nature or severity of the student's disability.

The Mount Union Area School District takes steps, including the provision of supplementary aides and services determined appropriate and necessary by the child's IEP Team, to

provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities. Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available. The MUASD works collaboratively with the Tuscarora Intermediate Unit 11 for the provision of programs/services to students for which there is a low incidence such as blind/visually impaired, deaf/hard of hearing, deaf-blindness, complex health issues, autism, and severe cognitive impairments. Collaboration efforts provide students with evidence-based instruction and interventions within appropriate educational settings with peers. Placement decisions are made by a group of persons, including the parents, and other individuals knowledgeable about the child, the meaning of the evaluation data, and the placement options; are made in conformity with the LRE provisions. For students with disabilities presenting with significant needs, the provision of services in the school with qualified personnel and the determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at appropriate instructional levels, is carefully considered with emphasis on strengths including academic & functional skills, without limiting opportunities for the student to move to a less restrictive setting. Eligibility criteria, placement options, intervention strategies, supplementary aides/services, related services, and resources are among the various factors that may be considered. Unless the IEP of a child with a disability requires some other arrangement, the child is educated within the school that he/she would attend if non-disabled. In selecting the LRE, consideration is given to any potential harmful effects to the child and on the quality of services that he/she needs. Following the aforementioned recommendations, a child's educational team continually discusses transition back to the school district if they are placed within a program outside the regular school setting. All educational decisions are based upon progress monitoring data and include the child's educational team (Parent, LEA, teacher, special education teacher, program director of the educating facility, and other stakeholders the parent may suggest such as community agency representation).

Behavior Support Services

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

The Mount Union Area School District's Policy (113.1) on Behavior Support for Students with Disabilities establishes a proactive approach to supporting students with behavioral needs. The District policy is aligned with all provisions of IDEA 2004 and Pa 22 School Code 14.133 in which positive, rather than negative, measures form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraint. The use of restraints is considered a measure of last resort, only to be used after the other less restrictive measures, including de-escalation techniques have been utilized.

The district strives to implement positive behavioral support practices for all students with disabilities. Any identified student who exhibits significant behaviors that interfere with appropriate functioning within educational settings will have a plan for behavior support included as part of the IEP. If a student continues to demonstrate challenging behaviors, the district works diligently to pull together the IEP team to determine if any adjustments need made to a students current plan or if a Functional Behavioral Assessment needs to be completed again to determine if a new plan needs to be developed. Manifestation Determinations are completed prior to changing a child's placement due to behavioral concerns to determine the child's behavior is not a manifestation of his or her disability. Staff members from the Mount Union Area School District have participated in training sessions that support comprehensive school-wide positive behavior support. A variety of components that are implemented within the district would include: consistent behavioral expectations throughout the district, structured approach to address attendance and mental health concerns, expanded Student Assistance Program, effective school-family partnerships and communication, establishment of mentoring relationship for all students, identification of individualized incentives for improved attendance and behavior, and transitional supports for students as they move from elementary to middle school and middle school to high school. Currently, all three elementary schools are using the Pennsylvania School-Wide Positive Behavior Interventions and Supports Framework to ensure a proactive approach to student behavioral needs. Core teams have been identified from each school building. These individuals attend intensive training which support the implementation and fidelity of the program. TIU 11 consultants support core teams and ensure needs are met where necessary. The School District has purchased and is utilizing the SWIS program to track behavioral concerns so they are managed in real time based upon data. The anticipation is that the program will expand to the Jr/Sr High School for the 2018-2019 school year.

The special education department works collaboratively with regular education staff and administrators to provide appropriate training regarding the implementation of positive behavioral support practices. Positive measures form the basis for any behavioral support plans and suspension is utilized only when less restrictive interventions are unsuccessful or the student poses a danger to the safety and welfare of others. The district has also been diligent in supporting individuals by allowing them to participate in training opportunities such as non-violent crisis prevention (CPI) or safety care training. These intervention programs focus on the concept of positive de-escalation techniques when dealing with challenging behaviors. All students who would be in need of restraint have those needs

clearly articulated in present levels within their IEPs and the use of restraints are identified within the program modifications/SDI section of the IEP. In the event a restraint is used with a student, the parent is contacted immediately and offered an IEP meeting to address the child's needs.

The Mount Union Area School District has established positive working relationships with a variety of community agencies that support students within the school setting. Such services include mobile therapy, behavior specialist consultation, and therapeutic staff support. Furthermore, the district works collaboratively with community agencies to assist students with a variety of mental health needs. In addition to outside agency supports within the community, the Mount Union Area School District has also established an in-house Mental Health program supported by a partnership with Merakey (NHS). The program affords students the opportunity to receive mental health services within the school setting. Mental health staff support families within the home setting and the families are regularly invited to school for meetings to help support their child's needs.

The Mount Union Area School District has also established a Transition Program (K-12) to support the behavioral needs of the students as well. The program is a voluntary program supported by all educational stakeholders to help ensure students are receiving academic and social skills support. Students move into the transition classrooms, which support a small number of students, to work on behavioral and/or social concerns which interrupt their progress in a larger classroom setting. Students slowly transition back to the regular education classroom once data collection would indicate the child is ready to move back to a larger environment. As the child transitions, para professionals attend class with the student to help ensure their success. Often, these students are supported by the staff who work with the in-house mental health program as well. Due to the implementation of this in-house program, the MUASD no longer utilizes AEDY programs.

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 Mount Union Area School District is committed to providing a Free, Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). Once a student has been determined eligible for and in need of specially designed instruction, the IEP team works collaboratively to develop a comprehensive plan based on the child's unique present educational levels, strengths, and needs. The IEP team follows a progression of activities during the IEP development. The discussion of educational placement occurs only after the

determination of present educational levels, strengths, needs; specially designed instruction, related services, and participation in the general education program are addressed.

The Mount Union Area School District strives to educate all students with disabilities in the regular education program to the maximum extent appropriate. When determining how to best meet a student's individualized goals and objectives, the IEP team begins with a discussion of providing a student's educational program in the regular education environment with supplemental aides and services. Only after the IEP team has determined that success in the regular education program is not possible (even with the provision of supplementary aides and services) via the use of the SAS Toolkit, may it discuss placement in a more restrictive environment. The district recognizes that a child may need to be removed from the regular education classroom for a period of time to meet his/her educational needs. Under these circumstances, the district is committed to providing alternative opportunities for students with disabilities to interact with non-disabled peers to the maximum extent appropriate.

The district utilizes research based effective practices designed to improve students' performance and will continue to foster the use of evidence based practices among special education teachers, regular education teachers, parents, administrators, and paraprofessionals. The district supports inclusive opportunities for all students, while also offering a continuum of service options for students including Speech/Language Support, Learning Support, Life Skills Support, Multiple Disabilities Support, Emotional Support, Autistic Support, School-to-Work initiatives, and transition classroom supports. The availability of these services within the district allow us to educate the majority of students within the district they would attend if non-exceptional. The district contracts with local TIU 11 for the provision of services that cannot be supported by our internal resources, including Hearing Support, and Vision Support. The PRIDE agency provides OT and TIU 11 provides PT services on a contractual basis for the district.

The MUASD works collaboratively with the IEP team and local community agencies to determine appropriate supports and services for difficult to place students. As mentioned previously, the SAS Toolkit is utilized to enhance LRE for difficult to place students. The district offers a variety of alternative educational settings available for students who demonstrate significant needs which cannot be addressed within the school district. If the district is unable to meet the students' needs either through internal programs or with the assistance of the local intermediate unit, the district will utilize community agencies for support and assistance. Those agencies include Extended Family Academy, Nulton Diagnostics, Merakey (NHS), MH/MR, Children and Youth, Juniata River Center, and Mainstream Counseling to name a few.

The MUASD utilizes an intensive inter agency approach and works collaboratively with TIU 11 and the Huntingdon/Mifflin County CASSP (Children and Adolescent Service System Program) program for students that the district encounters placement difficulties in the provision of FAPE. Our primary effort focuses on building local capacity to meet the needs of all student with disabilities.

Procedures that are followed regarding difficulties in ensuring a FAPE are: 1) District

convenes an IEP team meeting in order to review all district programming options are being utilized. At these IEP meetings, the team needs to appropriately identify the needs of the students and what layers of support are available (SAS Toolkit is utilized to support LRE for student). 2) Once all options have either been attempted or ruled out, the district will begin looking for additional placement options by first contacting neighboring school districts to explore possible programs that can meet the needs of the referred student (s). Next, the District contacts the TIU 11 and other educational placement centers located as close to our region as possible for placements. Once placement is found, the District contacts the parent (s) or guardian (s), schedules a tour of the placement center, then holds an IEP meeting to finalize required paperwork and secure placement.

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 Mount Union Area School District is committed to providing a free, appropriate, public education for all students with disabilities in the least restrictive environment. The district offers a wide variety of supports and programs to meet the diverse needs of ALL students. Ultimately, the goal of the district is to educate students with disabilities to the maximum extent appropriate, by providing meaningful educational benefit, with non-disabled peers in the regular education environment.

The Mount Union Area School District supports professional development for all staff. Surveys are utilized to gather data to determine the professional development needs of the educational and administrative personnel. Areas of need identified by the aforementioned staff were used to develop professional development goals for the school district. Meetings were held to review, plan for activities, and discuss options to meet the identified needs and findings in the surveys. Parents and business members of the community provided input into the needs of the students and community.

The plan meets the needs of the school district by being broad enough to envelop needs uncovered in the surveys of professional staff and students along with those voiced by the community and parent members of the team, and by including mandated trainings determined by the state department of education. The Mount Union Area School District's professional education plan will meet the needs of its professional educators, community, and students, by creating and following goal areas identified from the activities described above: the learning environment, standards based education, assessment strategies to drive instruction, technology skills and integration into the learning environment, community connection through involvement and communications, working with and teaching English Language Learners, Cardiopulmonary Resuscitation training, and special education. In addition to several annual district-wide professional development days, staff are also provided the opportunity to engage in personal professional development. Newly hired staff members participate in a comprehension induction program at the district level and attend workshops through the Tuscarora Intermediate Unit 11 Induction

Consortium. Special Education staff are trained in curriculum based assessment (CBA), positive behavior support development and analysis, progress monitoring, co-teaching, differentiated instruction as well as collaborative staff development activities in writing, reading, math, and science in preparation for the Pennsylvania System of School Assessment or Pennsylvania Alternative System of Assessment. Results from the PSSA, PASA, Keystones, and CDTs, are reviewed and analyzed regularly by all teachers and administrators. Currently this data analysis, which delineates individual students' strengths and needs, is incorporated in the students' IEPs.

As mentioned previously, the district has a strong support system that includes one full-time school psychologist, three full time guidance counselors, one full time behavioral specialist, one full-time nurse, 21 full-time special education teachers, 33 full time paraprofessionals, 6 full time paraprofessional/LPNs, 2 part-time paraprofessionals, and 1 ESL teacher in grades K-12. All individuals are highly qualified and are committed to helping students with disabilities achieve their maximum potential. All special education teachers and paraprofessionals participate in ongoing professional development trainings. For example, all paraprofessionals are trained in CPR and First Aid and are completing the mandated 20 hours of training required annually according to state and federal regulations. All individuals (regular education, special education, administrators, and paraprofessionals) are updated on confidentiality and HIPAA regulations annually. In regards to IEP development, progress monitoring, and legal issues in special education, all special education staff are encouraged to participate in a variety of training opportunities so they may remain current in their field.

There are a multitude of programs in place within the district. Some of those programs are School-Wide Positive Behavioral Interventions and Supports (SWPBIS), Guided Reading, MSTs, LLI, Olweus, Verbal Behavior Project, READ 180, System 44, Corrective Reading...The Reading Mastery Series, and Benchmark Reading. The District has also embarked upon the implementation of MTSS and a core team has been attending PaTTAN training opportunities on a regular basis. The District also participates with after school tutoring through the 21st Century Program. All students, both special and regular education have equal access to these programs.

The Mount Union Area School District provides or contracts an extensive array of special education programs for students with disabilities including Learning Support, Life Skills Support, Emotional Support, Autistic Support, Speech/Language Support, Vision Support, and Hearing Support. The district recognizes the importance of educating students within the confines of the school district to the maximum extent possible. The district will continue to work extensively with the Tuscarora Intermediate Unit 11 and PaTTAN to provide comprehensive professional development opportunities for administrators, regular education teachers, special education teachers, and paraprofessionals who work with students with disabilities. The district will continue to support participation in annual conferences such as the Pete & C Conference, CEC Conference, PDE Conference, and the Autism/Low Incidence Conferences to name a few.

The Mount Union Area School District supports comprehensive transition planning for students with disabilities to prepare them for post-school outcomes. The district offers a

community based work program for high school students, with transportation provided. Students at the high school level participating in the Life Skills curriculum participate in a highly structured functional academic curriculum with a strong independent living component, as well as a supervised work training experience. All students have the opportunity to attend the County College Fair, which is an opportunity for students to meet with various college representatives. Additionally, students are readily provided work experience and job shadowing opportunities to support their post secondary plans. Students are also paired with mentors who support the students as they prepare graduation portfolios and graduation projects to demonstrate their post-secondary career/work skills. The Mount Union Area School District is committed to establishing early intervening supports and services for at-risk students. As part of our district initiative, a core team consisting of school administrators, guidance personnel, and professional educators are working with TIU 11 Consultants and PaTTAN to establish a formalized MTSS approach within the school district. MTSS integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With MTSS, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities. Many training opportunities have taken place to ensure appropriate implementation of the model. By implementing the model, the district expects to improve student academic achievement and decrease the number of students referred for evaluation for special education services.

Students with special needs as well as those who are on Tier II and Tier III of the district's MTSS model must have progress monitoring to ensure improvement. The District has utilized data from DIBELS, System 44, Moby Max, Reflex Math, CDTs, LLI, and READ 180 to assist in this area. Additional resources have been used to address specific needs in terms of phonemic awareness. The teachers can monitor progress in a variety of areas and graph the progress. If students are not improving, interventions are implemented to help the student gain the skills. These tools have been invaluable for the staff, students and parents. More recently, the tools have become valuable for the school psychologist in determining if a student is making progress once they have been referred for testing. School counselors within the district are actively involved in the education of all students, devoting part of their schedule to work directly with special needs students through individual and group counseling. Counselors are also up-to-date with students coursework ensuring all have met or are meeting graduation requirements.

Paraprofessionals are available to assist students with the curriculum. These individuals assist students with various aspects including but not limited to; reading and assisting with assignments, helping students in the general curriculum, and helping students navigate throughout the building. Those involved in inclusion are able to assist the general population as well.

The MUASD has partnered with Merakey to offer a school/community based mental health program within its schools. This program supports student needs within the school and community. Families are a key partner within the school and program. Home visits offer

parents the opportunity to meet with mental health personnel within a comfortable environment and allows the staff the opportunity to see students and families interact. Truancy Elimination Planning (TEP) occurs regularly within the school district. All key stakeholders including parents, attend meetings to develop plans to best assist a student who is struggling to attend school on a regular basis. TEP plans are added to a child's IEP as well as goals specifically addressing attendance are added. The team engages in discussions regarding barriers to attendance. Creative ideas to support a child's unique needs are addressed which may include virtual programming, adjusted schedules, credit recovery, partial credit issuance, to name a few. District level data would indicate a decreased percentage of students dropping out due to truancy related issues.

The MUASD has established three transition classrooms within its elementary and Jr/Sr High school buildings. The purpose of these classrooms is to support students with significant behavioral needs (regular and special education) to help ensure students remain within the LRE. To date, the MUASD has not needed to use AEDY programs.

Inclusive education is described as the process in which all students in a school entity, regardless of ability, become part of the school's community. IDEA makes clear the necessity of this concept of inclusion and places emphasis on the fact that the school has a duty to educate children with disabilities in the general education classroom to the maximum extent possible. The Mount Union Area School District is committed to inclusive education. Students throughout the district are included with their general education peers to the maximum extent appropriate. As a school community, we are constantly looking for ways to improve the implementation of inclusion to ensure all students benefit. All administrators within the district have fully implemented this model within their respective buildings. Full inclusion has been an exciting challenge for all involved and has been met with many rewards. Instruction employs evidence-based practices and accountability differentiation. The students are homogeneously grouped (with a goal of returning to heterogeneous grouping) as a class, and both teachers work with all students. Various combinations of students and group sizes within each class are used, so each student's educational potential is realized. Co-teachers are firmly committed to "our" students, not "yours" and "mine." A few years ago, Dr. Villa visited the district and offered a powerful presentation concerning Co-Teaching, Differentiation, and Inclusion. Dr. Villa's extensive experience in numerous educational and legal arenas has made him a much sought-after speaker. In addition to Dr. Villa, Mrs. Franny McAleer also provided an informative presentation to district educators titled the "Six Thinking Hats." The purpose of the presentation was to offer a differentiated approach to assist with inclusion of hard to place students. As a noted authority in the area of inclusion and differentiation, Franny has been featured in many magazine articles and has written over 20 books. She shares her positive, proactive approach with thousands of teachers, parents, and administrators every year. Dr. David Bateman, Author and Shippensburg University Professor, has also support staff through training opportunities which support the LRE.

In addition to the implementation of the Co-Teaching model, the Mount Union Jr/Sr High School utilizes a team approach with their students. Each grade level/department has a team of teachers meet one period weekly to discuss issues and ways to assist students.

Every grade level team includes a special education teacher as an active member. The Jr/Sr High Schools have a resource period of thirty-three minutes offered at various times throughout the school day to help work directly on skill deficits and remediation. Students may be assigned to an intensive tutorial to work on areas of weakness to improve these areas.

Students at Mount Union Area High School are involved in transition and work experience activities to prepare them for life after high school. Aptitude and interest inventories are completed to help guide the student in possible career choices. Students may be addressing transition needs through general curriculum coursework, the Huntingdon County Career & Technical Center shop areas (automotive, ag/biotech, cosmetology, welding, health assistance, building construction, and institutional food service), volunteer programs and/or paid competitive employment. The students are connected with outside agencies such as the Office of Vocational Rehabilitation or the local Mental Health/Mental Retardation office. Male students with special needs are registered with the Selective Service when they turn the age of eighteen. All students with special needs are made aware of voter's registration when they are eighteen or near voting age. If possible for students to obtain a driver's license, every effort is made to assist students with learning the laws and signs for the driver's permit test.

Throughout the district, the most important strength is the people. This includes: all teachers who work directly with students with disabilities, who are always striving to achieve the best for all their students; the instructional support staff who work diligently with the special education staff, who are willing to attend various trainings to improve their skills; the special education secretary who maintains and keeps all the paperwork flowing through the proper channels; the school psychologist who brings the unique perspective and expertise of a psychologist when discussing students; and the administration that is supportive of training and innovative approaches to educating students with disabilities. The professional and support staff of the Mount Union Area School District is dedicated to providing quality programs to students with disabilities.

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
IFC	Nonresident	Group Home	1

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
NHS Altoona	Other	Emotional Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 13	9	0.21
Justification: Caseload is for an itinerant Emotional Support Teacher who provides services to students of varying age levels on a individualized therapy approach. Students are never seen together.				
Locations:				
Kistler 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	Emotional Support	14 to 17	14	0.34
Locations:				
Mount Union Area 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	12 to 14	12	0.29
Locations:				
Mount Union Area Jr. High School	A Junior 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	9 to 9	1	0.02
Locations:				
Mount Union-Mapleton Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Emotional Support	8 to 13	5	0.12
Justification: Caseload is for an itinerant Emotional Support Teacher who provides services to students of varying age levels on a individualized therapy approach. Students are never seen together.				
Locations:				
Mount Union-Shirley Township Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2*Operator:* Outside Contractor for the School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 17	11	0.24
Locations:				
Mount Union Area 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	Speech and Language Support	13 to 15	8	0.17
Locations:				
Moutn Union Jr. High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 12	26	0.57
Justification: Grouping of students complies with age range requirements and/or age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Mount Union-Mapleton Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 14	35	0.58
Justification: Grouping of students complies with age range requirements and/or age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Mount Union-Kistler 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	5 to 11	19	0.42
Justification: Grouping of students complies with age range requirements and/or age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				

Mount Union-Shirley Township Elementary	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #4*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 11	11	1
Justification: Grouping of students complies with age range requirements and/or age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Mount Union-Shirley Township Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	6	1
Justification: Grouping of students complies with age range requirements and/or age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Mount Union-Mapleton Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	9	1
Locations:				
Mount Union-Kistler Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	18	1
Locations:				
Mount Union Jr. High School	A Junior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	9	1
Locations:				

Mount Union-Kistler Elementary	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #9*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	17 to 20	2	0.33
Locations:				
Mount Union Jr. High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 16	4	0.34
Locations:				
Mount Union Jr. High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	19 to 19	1	0.33
Locations:				
Mount Union High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	17	1
Locations:				
Mount Union Sr. High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	1
Locations:				
Mount Union Sr. High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 17	13	1

Locations:				
Mount Union High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	15	1
Locations:				
Mount Union Sr. High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	12	1
Locations:				
Mount Union-Kistler Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	7 to 9	2	0.34
Locations:				
Mount Union-Kistler 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	Life Skills Support	11 to 11	1	0.16
Locations:				
Mount Union-Kistler Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 10	1	0.16
Locations:				
Mount Union-Kistler Elementary School	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 8	2	0.34
Locations:				
Mount Union-Kister	An Elementary School	A building in which General		

Elementary School	Building	Education programs are operated		
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Program Position #16*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	8	1
Locations:				
Mount Union-Shirley Township Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #17*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	6	1
Locations:				
Mount Union-Shirley Township Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 9	1	0.02
Locations:				
Mount Union Sr. High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 17	4	0.4
Justification: Grouping of students complies with age range requirements and/or age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Mount Union Sr. 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	Learning Support	18 to 18	1	0.2
Locations:				
Mount Union Sr. 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
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Itinerant	Life Skills Support	12 to 13	2	0.4
Locations:				
Mount Union Sr. High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: June 30, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 10	1	0.17
Locations:				
Mount Union-Kistler Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	9 to 12	5	0.83
Locations:				
Mount Union-Kistler Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: June 30, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 12	7	0.58
Justification: Position is for an itinerant emotional support teacher who will meet emotional support needs in all elementary buildings. Students out of age compliance on caseload will need be seen by the teacher at the same time. For students who are out of age range compliance, parents will be notified and documentation will be provided within the IEPs.				
Locations:				
Mount Union-Kistler 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	Emotional Support	6 to 12	4	0.33
Justification: Position is for an itinerant emotional support teacher who will meet the emotional support needs of students in our elementary buildings. Students who are out of age range compliance will never be seen by the teacher at the same time. For those students who are out of age range compliance, parents will be notified and documentation will be added to the IEPs.				
Locations:				
Mount Union-Shirley Township 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	Emotional Support	6 to 12	1	0.08
Justification: Position is for an itinerant emotional support teacher who will be meeting the emotional support needs of our elementary students. Students who are out of age range compliance will never be seen at the same time. For those who are out of age range, parents will be notified and documentation will be placed within the IEPs.				
Locations:				
Mount Union-Mapleton Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: June 30, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	5	0.64
Locations:				
Mount Union-Mapleton 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	12 to 14	5	0.36
Locations:				
Mount Union Jr. High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: June 30, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	7	1
Locations:				
Mount Union-Shirleytownship Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: June 30, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 12	10	1
Justification: Grouping of students complies with age range requirements and/or age range exception				

determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Mount Union Kistler Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	13	1
Locations:				
Mount Union Jr. High School	A Junior High School Building	A building in which General Education programs are operated		

Program Position #26*Operator:* Outside Contractor for the School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	24	0.55
Justification: Grouping of students complies with age range requirements and/or age range exception determined appropriate by the IEP team and justified in the IEP.				
Locations:				
Mount Union-Mapleton Elementary School	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	13 to 15	9	0.2
Locations:				
Mount Union Jr. High School	A Junior High 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	15 to 18	11	0.25
Locations:				
Mount Union Sr. High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	11 to 11	1	0.05
Locations:				
Mount Union-Shirleytownship Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	13 to 13	1	0.05
Locations:				
Mount Union Jr. High School	A Junior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	15 to 15	1	0.05
Locations:				
Mount Union Sr. High School	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	District-wide	1
Director of Special Education	District-wide	1
Transition Coordinator	Mount Union Area High School/District-wide	0.38
16 Full Time Paraprofessionals	Mount Union Jr/Sr High School	1
1 Part Time Paraprofessional	Mount Union High School	0.83
12 Full Time Paraprofessionals	Kistler	1
6 Full Time Paraprofessionals/LPNs	Kistler	1
4 Full Time Paraprofessionals	Shirley Township Elementary School	1
1 Full Time Paraprofessional	Mapleton-Union Elementary School	1
1 Part Time Paraprofessional	Kistler	0.83

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	1 Days
Physical Therapy Support Services	Intermediate Unit	1 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

All of the buildings throughout the District are lacking a standard protocol to intervene chronically absent students used by the school and supported by the District magistrate is needed to uphold compulsory school attendance for all students as a means to prevent any student from becoming chronically absent. This also causes a reduction in Basic Education Funding because of our Average Daily Membership (ADM).

District Accomplishments

Accomplishment #1:

The District has made strides in changing the culture. Changing management style to a site-based management system gave teachers, staff, students, and parents a voice. This has been productive and seems to have made a difference in scores, attitude, and achievement.

Accomplishment #2:

The District has changed its philosophy from being 100% traditional to being proactive for students. The staff, teachers, administration, students and parents realize and understand the importance of an individualized instruction.

Accomplishment #3:

SAT scores are typically higher than the county scores.

Accomplishment #4:

We have approximately 21 AP courses. We on average have between 85-90% of our students taking AP courses achieve 3-5 on the AP exams. Student feedback says we are preparing the college bound student for college.

Accomplishment #5:

Mount Union Area High School's graduation rate is typically 85-92% or better for the District.

Accomplishment #6:

At all levels, student needs are evaluated on an individual basis. They are addressed via instruction support and student assistance teams. The students assistance teams help families to address the social and emotional health needs of students.

Accomplishment #7:

Educators are using student achievement data consistently across all disciplines and grade levels to inform instruction, assessment and curriculum; and response to instruction and interventions processes are used to meet student needs. Implementation of data informed instruction, assessment and curriculum is recognized and used across certain disciplines and grade levels to informing instruction, assessment and curriculum.

Economically disadvantaged students within the District are making adequate yearly progress for elementary through middle school.

Accomplishment #8:

Elementary level parents are involved and are an essential component of the education program.

Accomplishment #9:

Safety and bullying policies are in place. Student Code of Conduct is published and distributed to all families.

Accomplishment #10:

Educators within the district recognize the value of professional certification within instructional area and professional collaboration. Regularly scheduled in-service training programs occur during the school year. Teachers are often organized within grade level and curriculum for being highly qualified. Mount Union Area SD has made the necessary investment in technology for the purpose of student learning. Schools are equipped with the following:

1. Smart Board Technology
2. Student computers
3. Laptop computers
4. iPad
5. Wireless internet access

District Concerns

Concern #1:

The district is not making the strides towards increased student achievement as originally projected. The district is seeing gains in various areas but not across the board. It is our goal through the implementation of a Director of Curriculum, Instruction, and Assessment we can begin to take the steps necessary to ensure all students are receiving the same educational opportunities.

Concern #2:

The lack of a standard protocol to intervene chronically absent students used by the school and supported by the District magistrate is needed to uphold compulsory school attendance for all students as a means to prevent any student from becoming chronically absent. This is also now causing a reduction in Basic Education Funding because of our Average Daily Membership (ADM).

Concern #3:

The District needs to increase its focus on “at risk” students’ achievement of proficiencies in reading, writing, and math. Human resources necessary for the effective remediation of skills especially for “at risk” students are lacking. Positive behavior support system must be implemented consistently across the District.

Concern #4:

The district needs to focus on changing school climate encouraging a positive environment to ensure all students have a safe and secure learning environment. The district is in the process of implementing two district-wide initiatives, SWPBIS and Building Family and School Engagement, in an effort to create a positive school climate and increase student achievement by encouraging families to be actively engaged in their child's educational experiences.

Prioritized Systemic Challenges

Systemic Challenge #1 (*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.

Aligned Concerns:

The district is not making the strides towards increased student achievement as originally projected. The district is seeing gains in various areas but not across the board. It is our goal through the implementation of a Director of Curriculum, Instruction, and Assessment we can begin to take the steps necessary to ensure all students are receiving the same educational opportunities.

The lack of a standard protocol to intervene chronically absent students used by the school and supported by the District magistrate is needed to uphold compulsory school attendance for all students as a means to prevent any student from becoming chronically absent. This is also now causing a reduction in Basic Education Funding because of our Average Daily Membership (ADM).

The District needs to increase its focus on “at risk” students’ achievement of proficiencies in reading, writing, and math. Human resources necessary for the effective remediation of skills especially for “at risk” students are lacking. Positive behavior support system must be implemented consistently across the District.

The district needs to focus on changing school climate encouraging a positive environment to ensure all students have a safe and secure learning environment. The district is in the process of implementing two district-wide initiatives, SWPBIS and Building Family and School Engagement, in an effort to create a positive school climate and increase student achievement by encouraging families to be actively engaged in their child's educational experiences.

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

Aligned Concerns:

The district is not making the strides towards increased student achievement as originally projected. The district is seeing gains in various areas but not across the board. It is our goal through the implementation of a Director of Curriculum, Instruction, and Assessment we can begin to take the steps necessary to ensure all students are receiving the same educational opportunities.

Systemic Challenge #3 (*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 lack of a standard protocol to intervene chronically absent students used by the school and supported by the District magistrate is needed to uphold compulsory school attendance for all students as a means to prevent any student from becoming chronically absent. This is also now causing a reduction in Basic Education Funding because of our Average Daily Membership (ADM).

The District needs to increase its focus on “at risk” students’ achievement of proficiencies in reading, writing, and math. Human resources necessary for the effective remediation of skills especially for “at risk” students are lacking. Positive behavior support system must be implemented consistently across the District.

The district needs to focus on changing school climate encouraging a positive environment to ensure all students have a safe and secure learning environment. The district is in the process of implementing two district-wide initiatives, SWPBIS and Building Family and School Engagement, in an effort to create a positive school climate and increase student achievement by encouraging families to be actively engaged in their child's educational experiences.

Systemic Challenge #4 (*Guiding Question #11*) Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Aligned Concerns:

The district is not making the strides towards increased student achievement as originally projected. The district is seeing gains in various areas but not across the board. It is our goal through the implementation of a Director of Curriculum, Instruction, and Assessment we can begin to take the steps necessary to ensure all students are receiving the same educational opportunities.

The lack of a standard protocol to intervene chronically absent students used by the school and supported by the District magistrate is needed to uphold compulsory school attendance for all students as a means to prevent any student from becoming chronically absent. This is also now causing a reduction in Basic Education Funding because of our Average Daily Membership (ADM).

The district needs to focus on changing school climate encouraging a positive environment to ensure all students have a safe and secure learning environment. The district is in the process of implementing two district-wide initiatives, SWPBIS and Building Family and School Engagement, in an effort to create a positive school climate and increase student achievement by encouraging families to be actively engaged in their child's educational experiences.

Systemic Challenge #5 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

District Level Plan

Action Plans

Goal #1: 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.

Related Challenges:

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Indicators of Effectiveness:

Type: Annual

Data Source: Perceptual data, surveys, site-based meeting minutes, attendance at openhouses/conferences, budgetary proposal meeting attendance/minutes.

Specific Targets: The programs, materials, people needed to educate the students will be in place. PSSA, Keystone and local assessment scores will show the required 6% growth in the five years.

Strategies:

After School Programs

Description: After-school programs can provide enrichment activities that develop students' academic and social skills. For students who lack adult supervision or learning opportunities after school, such programs can offer an environment that is safe and nurturing as well as educational. (Source: [After School Programs](#))

SAS Alignment: Materials & Resources, Instruction

Character and Social Skill Building Programs - Social Skills Training

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

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

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

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

SAS Alignment: Assessment, Instruction

Dropout Prevention Expansion

Description: WWC identifies 6 dropout prevention strategies for which empirical evidence exists that indicates the strategies reduce dropout rates. The National Dropout Prevention Center/Network provides a list with resources for 15 strategies the organization claims to be "effective" and "have the most positive impact on the dropout rate". (Sources: [Effective Strategies](#), [15 Effective Strategies for Dropout Prevention](#), [Dropout prevention programs in nine Mid-Atlantic Region school districts: additions to a dropout prevention database](#), [Dropout Prevention](#), [Career Academies](#))

SAS Alignment: Safe and Supportive Schools

Dual Enrollment Opportunities

Description: Postsecondary Achievement of Participants in Dual Enrollment: An analysis of student outcomes in two States from the National Research Center for CTE at the University of Minnesota, reports that dual enrollment was positively related to the likelihood of earning a HS diploma, the likelihood of persisting to a second semester of college, and a statistically significant higher GPA one year after HS Graduation.

SAS Alignment: Safe and Supportive Schools

Family Literacy Activities

Description: Family literacy is defined as home literacy activities that provide literacy skill‐building opportunities for young children while enhancing literacy skill development in all members of the family. (Sources: [Promoting Family Literacy: Raising Ready Readers](#) , [The Effect of Family Literacy Interventions On Children’s Acquisition of Reading From Kindergarten to Grade 3](#) , [Promoting Family Literacy: Raising Ready Readers](#) , [Celebrate National Family Literacy Day!](#) , [Shared Book Reading](#) , [Shared Book Reading](#))

SAS Alignment: Instruction, Materials & Resources

Online Learning Opportunities

Description: On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher education). <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

SAS Alignment: Instruction, Materials & Resources

Pre-K Mathematics Programs

Description: WWC has identified commercial pre-K mathematics programs that have a positive effect on student achievement. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_PreK_Math_073007.pdf)

SAS Alignment: Materials & Resources

Preschool Literacy Curricula Programs

Description: WWC has identified commercial preschool literacy curricula programs that have a positive effect on student achievement. (Source: <http://ies.ed.gov/ncee/wwc/sitesearch.aspx?Search=preschool+literacy&website=NCEE%2FWWC&x=7&y=9>)

SAS Alignment: Materials & Resources

Cultural and Manegerial Shift

Description:

Because a positive school culture is central to student success and holistic school transformation, we must help all schools acquire the tools needed

to develop and assess such cultures. Schools must also be held accountable for assessing the quality of their school cultures. Tremendous thought and funding have been invested into struggling schools by districts, states, private foundations, and the federal government. Unfortunately, these wellintentioned efforts have often focused on improving one or another aspect of school life—such as safety, learning standards, assessment, staff development, or parent involvement—rather than seeking to develop a school culture that addresses all of these factors in a truly integrated way.

These narrowly focused school interventions have largely failed. We now know that unless a school can develop and sustain a comprehensive, positive school culture—one that unifies faculty, students and parents around a common mission and commitment to quality—improvements in isolated features of a school will never truly turn the school around. Through our School Improvement Grant we started this change.

In the NSOC program, elementary, middle, and high schools and whole districts tell the story of how they have implemented CEP’s empirically derived Eleven Principles of Effective Character Education and provide data showing the difference that comprehensive character education has made in their students’ learning and behavior.⁷

The Eleven Principles define a school culture that demands and supports ethical virtue and citizenship while providing an instructional environment that demands and supports best academic effort through challenging work and high expectations. These Eleven Principles include intentionally fostering moral and performance character through every phase of school life, developing a caring school community, creating an engaging academic curriculum, promoting shared school leadership, and involving families and the community as partners. Taken together, these principles constitute a holistic approach to developing a positive school culture.

Three conditions, we believe, are essential if educators are to apply what we know about school culture to the challenge of bringing about deep and enduring improvement in our schools.

1. Schools need measures of success and areas for improvement that go beyond test scores. Clearly, schools must be held accountable to external standards, and standardized testing is part of that accountability. No Child Left Behind (NCLB) and similar state initiatives sought to use standardized testing in math and reading to address a real and pressing problem: the achievement gap for sub-groups of students and the inequities in access to good schooling in many low-income neighborhoods.

However, test scores must never become the sole measure of school success. When they do, they have a serious unintended negative consequence: limiting our vision of what a good school is. Because of many schools’ preoccupation with preparing students for high-stakes tests in

math and reading, they have tended to neglect important curricular areas such as science, social studies, the arts, physical education, and health. In many cases, they have also given short shrift to civic involvement, social-emotional growth, and character development. The solution is not to eliminate testing but to keep it in proper perspective so that it does not diminish the holistic mission of education. Schools and classrooms must approach assessment and all their work in a manner that develops the whole person, including crucial 21st-century skills such as creative problem-solving, teamwork, respect for diversity, ethical decision-making, and commitment to human rights and social justice.

2. Educators must have a comprehensive understanding of what “school culture” is. While there is a growing understanding and evidence of the importance of school culture, we still need to develop a common national vocabulary for defining and discussing it. Many educators and researchers use the term school climate as the foundation for the conversation ethics. The most successful new school models in settings have adopted a distinctive version of this—a carefully defined and branded holistic school culture that includes norms and rituals regarding peer relationships, civic responsibility, work habits, social courtesy, and a strong commitment to academic achievement.

3. Finally, schools need tools for developing and assessing school culture, and must be held accountable for their school cultures. Many schools do not intentionally shape their cultures because they lack the tools for doing so. Many such tools exist and are described in detail in resources such as the frameworks of the National School Climate Council and books such as *Building an Intentional School Culture*, *An Ethic of Excellence*, *Smart & Good High Schools*, and *Leading a Culture of Change*, to name just a few. One culture-building tool used by a growing number of schools is a “code of character,” or “school touchstone.” Touchstones—ideally developed over a period of weeks or even months with input from school leaders, staff, students, and parents—typically use a series of “we” statements (e.g., “We pursue excellence in scholarship and character,” “We honor each other by being respectful, honest, kind, and fair”) to express the school’s collective commitments to ways of working and relating to others that reflect high levels of moral and performance character. When schools do the hard work of discussing their code or touchstone every day in an effort to hold all school members accountable to the agreed upon values, this tool has strong potential to shape a positive school culture.

Equally important, a school’s culture-building efforts must include tools for assessing school culture. What gets measured, matters. If there are standardized tests that measure students’ performance in subjects such as math and reading, but no systematic ways to measure a school’s culture, then schools will have less clarity about what school culture is, less incentive to make culture-building a priority, and no sure way of monitoring their progress in developing a positive culture and using assessment data to make continuous improvements.

SAS Alignment: Assessment, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Resiliency training

Description:

Teachers will be trained on resiliency and understanding students

Start Date: 8/23/2014 **End Date:** 7/1/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Character and Social Skill Building Programs - Social Skills Training
- Dropout Prevention Expansion
- Online Learning Opportunities

Literacy and best practice training

Description:

Teachers will be trained in best practices and literacy. The implementation of Literacy Coaches in classrooms will be used to support best practices. Classroom observation, walkthroughs, and use of student data will determine effectiveness of this action step.

Start Date: 8/8/2012 **End Date:** 6/30/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Family Literacy Activities
- Online Learning Opportunities
- Preschool Literacy Curricula Programs
- Cultural and Managerial Shift

Create a list of effective instructional practices.

Description:

Through surveys and research of instructional practices a list will be created and distributed to all teachers to be used for instruction. List will be shared with teachers during 1st inservice day.

Start Date: 5/2/2014 **End Date:** 8/20/2018

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

Supported Strategies:

- After School Programs
- Family Literacy Activities
- Online Learning Opportunities
- Pre-K Mathematics Programs
- Preschool Literacy Curricula Programs

Develop A Tiered Support

Description:

Evaluate present support system and identify needs. Establish the components that correspond to areas of need to enhance support system to create an effective tiered support system.

Start Date: 5/1/2013 **End Date:** 6/30/2018

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

Supported Strategies:

- After School Programs

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Family Literacy Activities
- Pre-K Mathematics Programs
- Preschool Literacy Curricula Programs
- Cultural and Managerial Shift

Transition

Description:

Administration, teachers, and parents will continue to receive professional development and training on transition services for students with disabilities including how to access the services, and how to evaluate effectiveness.

CareerLink and the Center for Community Action have been offering career and life skills training to students and has included both spec. and reg. education students. Those completing the CareerLink program are awarded a \$200 stipend. In addition, the CareerLink program has been partnered with the Career Explorations class at the MU Sr. High School.

Parents will continue to receive training and information during their child's IEP meetings, Parent/Teacher Conferences, will be connected with OVR and will be invited to various training and information seminars which support post secondary education, employment, and independent living. Parents will be connected to agency representative who may be able to offer supportive services to the student following graduation. The LEA has developed a packet of information that is provided to parents for students who participate in transition planning. The District's website also provides useful information to support transition planning.

Teachers will be trained on how to develop an appropriate transition plan through Indicator 13 training as well as the IEP planning process. Teachers will receive updates through department trainings regarding appropriate agency connections for students and how to access them. Teachers will receive training on evaluating students for the need for job training services and what procedures to complete in order to provide these services for their students. Teachers will be trained on utilizing the district transition coordinator in the transition planning process for students. There will be sign in's from the training.

Students with disabilities are leaving high school with a plan in place focusing on independent living, employment and/or post secondary education. Due to staff training and the help of our AmeriCorp staff we have been able to develop these plans. Many of our students participate with work experience opportunities. The number of students involved with this program increases each year. Parents are more involved with the transition component. More site visits are being held with prospective employers as well as institutions of higher learning. Recently a career fair was held to address transition options. A partnership between the district and such career related agencies such as OVR and Career Link has been valuable in providing services to our students. The number of students and families taking advantage of these service has increased and will continue to increase. Graduation and drop out rates will be impacted.

Graduation Rates

2018-2019 Graduation Rate at or above state percentage

2019-2020 Graduation Rate at or above state percentage

2020-2021 Graduation Rate at or above state percentage

Drop Out Rates

2018-2019 Drop Out rate at or below state percentage

2019-200 Drop Out rate at or below state percentage

2020-2021 Drop Out rate at or below state percentage

Start Date: 7/1/2018 **End Date:** 6/30/2021

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

Supported Strategies:

- After School Programs
- Character and Social Skill Building Programs - Social Skills Training
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

- Dropout Prevention Expansion
- Dual Enrollment Opportunities
- Family Literacy Activities
- Online Learning Opportunities

Positive School Culture

Description:

Site-Based Management will assist with changing culture. There will be a site-based committee at each building and level. Committees will also be utilized by the Board of Directors. Surveys will be given by District personnel on satisfaction and processes.

The term culture has been defined in various ways by many authors. Here the culture of the school will be viewed as the existence of an interplay between three factors: the attitudes and beliefs of persons both inside the school and in the external environment, the cultural norms of the school, and the relationships between persons in the school. Each of these factors may present barriers to change or a bridge to long-lasting implementation of school improvement. It bears repeating, however, that the interrelatedness of these facets of the school most strongly affects the efforts of those seeking to improve schools. As Fullan (1991) notes, factors affecting implementation "form a system of variables that interact to determine success or failure"/

The Impact of Culture

An examination of school culture is important because, as Goodlad's study (1984) points out, "alike as schools may be in many ways, each school has an ambience (or culture) of its own and, further, its ambience may suggest to the careful observer useful approaches to making it a better school" (p. 81). Krueger and Parish (1982), in their study of five districts implementing and then discontinuing programs, postulate that the key to program implementation and continuation is "the interactive relationships that teachers have worked out together regarding 'how we gets things done here' " (p. 133). Depending upon how well leaders understand and use this notion, culture can assist school improvement efforts for at-risk students, or act as a barrier to change (Deal & Kennedy, 1982; Krueger & Parish, 1982; Sarason, 1982; Patterson, Purkey, & Parker, 1986).

The culture of the school reflects the local culture in many ways (Rossman, Corbett, & Firestone, 1988; Welch, 1989). When schools seek to improve, a

focus on the values, beliefs, and norms of both the school and the environment outside the school is necessary (Sarason, 1982; Deal and Peterson, 1990). Patterson, Purkey, and Parker (1986) summarize the general knowledge base regarding school culture:

School culture does affect the behavior and achievement of elementary and secondary school students (though the effect of classroom and student variables remains greater).

School culture does not fall from the sky; it is created and thus can be manipulated by people within the school.

School cultures are unique; whatever their commonalities, no two schools will be exactly alike -- nor should they be.

To the extent that it provides a focus and clear purpose for the school, culture becomes the cohesion that bonds the school together as it goes about its mission.

Though we concentrate on its beneficial nature, culture can be counterproductive and an obstacle to educational success; culture can also be oppressive and discriminatory for various subgroups within the school. Lasting fundamental change (e.g. changes in teaching practices or the decision making structure) requires understanding and, often, altering the school's culture; cultural change is a slow process.

Start Date: 7/1/2015 **End Date:** 8/30/2018

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

Supported Strategies:

- After School Programs
- Character and Social Skill Building Programs - Social Skills Training
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Dropout Prevention Expansion
- Dual Enrollment Opportunities
- Family Literacy Activities
- Online Learning Opportunities
- Pre-K Mathematics Programs

- Preschool Literacy Curricula Programs
- Cultural and Managerial Shift

Goal #2: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Indicators of Effectiveness:

Type: Annual

Data Source: SPP score, keystone data, PSSA data, local assessment data

Specific Targets: Our goal is to meet the 6% growth benchmark created by the State.

Strategies:

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

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

SAS Alignment: Assessment, Instruction

Family Literacy Activities

Description: Family literacy is defined as home literacy activities that provide literacy skill‐building opportunities for young children while enhancing literacy skill development in all members of the family.

(Sources: [Promoting Family Literacy: Raising Ready Readers](#) , [The Effect of Family Literacy Interventions On Children’s Acquisition of Reading From Kindergarten to Grade 3](#) , [Promoting Family Literacy: Raising Ready Readers](#) , [Celebrate National Family Literacy Day!](#) , [Shared Book Reading](#) , [Shared Book Reading](#))

SAS Alignment: Instruction, Materials & Resources

Pre-K Mathematics Programs

Description: WWC has identified commercial pre-K mathematics programs that have a positive effect on student achievement. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_PreK_Math_073007.pdf)

SAS Alignment: Materials & Resources

Preschool Literacy Curricula Programs

Description: WWC has identified commercial preschool literacy curricula programs that have a positive effect on student achievement. (Source: <http://ies.ed.gov/ncee/wwc/sitesearch.aspx?Search=preschool+literacy&website=NCEE%2FWWC&x=7&y=9>)

SAS Alignment: Materials & Resources

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

Instructional Coaching: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven

instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching> Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>)

SAS Alignment: Instruction

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

Curriculum Mapping

Description: A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Full Day Kindergarten Program

Description: This project explores the impact of full-day (FDK) kindergarten vs. half-day kindergarten (HDK) on student academic achievement. The participant samples were drawn from a large school district in the Midwest. Specifically, the data set highlights the effects of FDK vs. HDK on the achievement of inner-city minority students with low/moderate income status. (Sources: [Full Day Kindergarten](#))

SAS Alignment: Instruction, Standards, Curriculum Framework

Increased Quality Instructional Time

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

SAS Alignment: Instruction, Safe and Supportive Schools

Instructional (Distributed) Leadership Capacity Building

Description: Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and <http://www.pakeys.org/docs/SL%20PP%201.pdf>)

SAS Alignment: Safe and Supportive Schools

Phonological Awareness Training

Description: Phonological awareness, the ability to detect or manipulate the sounds in words independent of meaning, is a precursor to reading. Phonological awareness training without letter knowledge training can involve various training activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e., words, syllables, onsets and rimes, phonemes) or that focus on teaching children to detect, identify, or produce rhyme or alliteration. The added letter knowledge training component includes teaching children the letters

of the alphabet and making an explicit link between letters and sounds. WWC reports that when coupled with Letter Knowledge Training, Phonological Awareness Training has positive effects upon: print knowledge, phonological processing, and early reading/writing; it has no discernible impact upon cognition; it has potentially negative effects on oral language. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_PAT_Letter_Knowledge_122806.pdf)

SAS Alignment: Instruction

Positive Behavioral Interventions and Supports

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

SAS Alignment: Safe and Supportive Schools

Preschool Quality and Program Expansion

Description: The HighScope Perry Preschool Study verifies the positive effect of Quality Preschooling on 123 high risk African Americans (Sources: <http://www.highscope.org/content.asp?contentid=219>)

SAS Alignment: Safe and Supportive Schools

Problem Solving Skill Building Programs

Description: WWC has reviewed a number of commercial problem solving skill building programs that have a variety of effects on achievement and behavior. (Source: <http://ies.ed.gov/ncee/wwc/sitesearch.aspx?Search=Problem+Solving+Programs&website=NCEE%2FWWC&x=6&y=9>)

SAS Alignment: Instruction, Materials & Resources

Reading Across the Curriculum

Description: "This report looks at what reading across the curriculum interventions states and districts might consider in their plans to improve reading outcomes at the secondary level. Seven interventions were identified for review: ReadAbout, Reading in the Content Areas, Concept-Oriented Reading Instruction (CORI), CReating Independence through Student-owned Strategies (CRISS), Reading Apprenticeship, Literacy First, and Strategic Instruction Model?Content Literacy Continuum (SIM?CLC). While not an exhaustive list of the professional development interventions available, these seven represent the types of external support that schools might access. Of the seven interventions, only Concept-Oriented Reading Instruction has had several quasi-experimental studies and an experimental study conducted on its effectiveness. In addition, four interventions?ReadAbout, CReating Independence through Student-owned Strategies, Reading Apprenticeship, and Strategic Instruction Model?Content Literacy Continuum?are currently the focus of federally funded studies that will examine the interventions? effectiveness through experimental studies." (Source: http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf) Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

SAS Alignment: Instruction

Implementation Steps:

Literacy and best practice training

Description:

Teachers will be trained in best practices and literacy. The implementation of Literacy Coaches in classrooms will be used to support

best practices. Classroom observation, walkthroughs, and use of student data will determine effectiveness of this action step.

Start Date: 8/8/2012 **End Date:** 6/30/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Family Literacy Activities
- Instructional Coaching: The Principles of Partnership
- Pre-K Mathematics Programs
- Preschool Literacy Curricula Programs
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Curriculum Mapping
- Differentiating Instruction
- Full Day Kindergarten Program
- Increased Quality Instructional Time
- Instructional (Distributed) Leadership Capacity Building
- Phonological Awareness Training
- Positive Behavioral Interventions and Supports
- Preschool Quality and Program Expansion
- Problem Solving Skill Building Programs
- Reading Across the Curriculum

Data meetings

Description:

There will be monthly data meetings to discuss and use data efficiently. Summary of monthly meetings will be distributed to the faculty.

Start Date: 8/27/2013 **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Increased Quality Instructional Time
- Instructional (Distributed) Leadership Capacity Building
- Preschool Quality and Program Expansion
- Problem Solving Skill Building Programs
- Reading Across the Curriculum

*Develop A Tiered Support***Description:**

Evaluate present support system and identify needs. Establish the components that correspond to areas of need to enhance support system to create an effective tiered support system.

Start Date: 5/1/2013 **End Date:** 6/30/2014

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Family Literacy Activities
- Instructional Coaching: The Principles of Partnership
- Pre-K Mathematics Programs
- Preschool Literacy Curricula Programs
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Curriculum Mapping
- Differentiating Instruction
- Full Day Kindergarten Program
- Increased Quality Instructional Time
- Instructional (Distributed) Leadership Capacity Building
- Phonological Awareness Training
- Positive Behavioral Interventions and Supports
- Preschool Quality and Program Expansion
- Problem Solving Skill Building Programs
- Reading Across the Curriculum

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

Related Challenges:

- Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA, Keystone, Local assessment scores, attendance rate, 4yr attendance rate, graduation rate, discipline referrals, referrals to alt ed placements

Specific Targets: Our goal is to meet the 6% growth benchmark created by the State.

To implement a standard protocol to intervene chronically absent students used by the school and supported by the District magistrate is needed to uphold compulsory school attendance for all students as a means to prevent any student from becoming chronically absent.

Strategies:

After School Programs

Description: After-school programs can provide enrichment activities that develop students' academic and social skills. For students who lack adult supervision or learning opportunities after school, such programs can offer an environment that is safe and nurturing as well as educational. (Source: [After School Programs](#))

SAS Alignment: Materials & Resources, Instruction

Character and Social Skill Building Programs - Social Skills Training

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

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

Dropout Prevention Expansion

Description: WWC identifies 6 dropout prevention strategies for which empirical evidence exists that indicates the strategies reduce dropout rates. The National Dropout Prevention Center/Network provides a list with resources for 15 strategies the organization claims to be "effective"

and "have the most positive impact on the dropout rate". (Sources: [Effective Strategies](#) , [15 Effective Strategies for Dropout Prevention](#) , [Dropout prevention programs in nine Mid-Atlantic Region school districts: additions to a dropout prevention database](#) , [Dropout Prevention](#) , [Career Academies](#))

SAS Alignment: Safe and Supportive Schools

Dual Enrollment Opportunities

Description: Postsecondary Achievement of Participants in Dual Enrollment: An analysis of student outcomes in two States from the National Research Center for CTE at the University of Minnesota, reports that dual enrollment was positively related to the likelihood of earning a HS diploma, the likelihood of persisting to a second semester of college, and a statistically significant higher GPA one year after HS Graduation.

SAS Alignment: Safe and Supportive Schools

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

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

Anti-Drugs/Anti-Violence Program - Too Good for Violence

Description: Too Good for Violence promotes character values, social-emotional skills, and healthy beliefs of elementary and middle school students. (Sources: [Too Good for Violence](#))

SAS Alignment: Safe and Supportive Schools

Social and Emotional Wellness Programs

Description: WWC has identified commercial (and other) social and emotional wellness programs that have a positive effect on the social and emotional wellbeing of students. (Source: <http://ies.ed.gov/ncee/wwc/FindWhatWorks.aspx?o=7&n=Personal/Social%20Development&r=0>)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Resiliency training

Description:

Teachers will be trained on resiliency and understanding students

Start Date: 8/23/2014 **End Date:** 7/1/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- After School Programs
- Anti-Drugs/Anti-Violence Program - Too Good for Violence
- Character and Social Skill Building Programs - Social Skills Training
- Dropout Prevention Expansion
- Dual Enrollment Opportunities
- Social and Emotional Wellness Programs
- Differentiating Instruction
- Positive Behavioral Interventions and Supports

Create a list of effective instructional practices.

Description:

Through surveys and research of instructional practices a list will be created and distributed to all teachers to be used for instruction. List will be shared with teachers during 1st inservice day.

Start Date: 5/2/2013 **End Date:** 8/20/2018

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

Supported Strategies:

- After School Programs
- Character and Social Skill Building Programs - Social Skills Training
- Dropout Prevention Expansion
- Dual Enrollment Opportunities
- Social and Emotional Wellness Programs
- Differentiating Instruction

Develop A Tiered Support

Description:

Evaluate present support system and identify needs. Establish the components that correspond to areas of need to enhance support system to create an effective tiered support system.

Start Date: 5/1/2013 **End Date:** 6/30/2018

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

Supported Strategies:

- After School Programs
- Anti-Drugs/Anti-Violence Program - Too Good for Violence
- Character and Social Skill Building Programs - Social Skills Training
- Dropout Prevention Expansion
- Dual Enrollment Opportunities
- Social and Emotional Wellness Programs
- Differentiating Instruction
- Positive Behavioral Interventions and Supports

Transition

Description:

Administration, teachers, and parents will continue to receive professional development and training on transition services for students with disabilities including how to access the services, and how to evaluate effectiveness.

CareerLink and the Center for Community Action have been offering career and life skills training to students and has included both spec. and reg. education students. Those completing the CareerLink program are awarded a \$200 stipend. In addition, the CareerLink program has been partnered with the Career Explorations class at the MU Sr. High School.

Parents will continue to receive training and information during their child's IEP meetings, Parent/Teacher Conferences, will be connected with OVR and will be invited to various training and information seminars which support post secondary education, employment, and independent living. Parents will be connected to agency representative who may be able to offer supportive services to the student following graduation. The LEA has developed a packet of information that is provided to parents for

students who participate in transition planning. The District's website also provides useful information to support transition planning.

Teachers will be trained on how to develop an appropriate transition plan through Indicator 13 training as well as the IEP planning process. Teachers will receive updates through department trainings regarding appropriate agency connections for students and how to access them. Teachers will receive training on evaluating students for the need for job training services and what procedures to complete in order to provide these services for their students. Teachers will be trained on utilizing the district transition coordinator in the transition planning process for students. There will be sign in's from the training.

Students with disabilities are leaving high school with a plan in place focusing on independent living, employment and/or post secondary education. Due to staff training and the help of our AmeriCorp staff we have been able to develop these plans. Many of our students participate with work experience opportunities. The number of students involved with this program increases each year. Parents are more involved with the transition component. More site visits are being held with prospective employers as well as institutions of higher learning. Recently a career fair was held to address transition options. A partnership between the district and such career related agencies such as OVR and Career Link has been valuable in providing services to our students. The number of students and families taking advantage of these services has increased and will continue to increase. Graduation and drop out rates will be impacted.

Graduation Rates

2018-2019 Graduation Rate at or above state percentage

2019-2020 Graduation Rate at or above state percentage

2020-2021 Graduation Rate at or above state percentage

Drop Out Rates

2018-2019 Drop Out rate at or below state percentage

2019-2020 Drop Out rate at or below state percentage

2020-2021 Drop Out rate at or below state percentage

Start Date: 7/1/2018 **End Date:** 6/30/2021

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

Supported Strategies:

- After School Programs
- Anti-Drugs/Anti-Violence Program - Too Good for Violence
- Character and Social Skill Building Programs - Social Skills Training
- Dropout Prevention Expansion
- Dual Enrollment Opportunities
- Social and Emotional Wellness Programs
- Differentiating Instruction
- Positive Behavioral Interventions and Supports

Behavior Support

Description:

Staff working with special education students receive training on effective behavior support with the goal of changing behavior through positive techniques and reinforcement. To continue and further grow our experiences, the MUASD will offer either Safety Care or CPI training to all special education staff to ensure they are training in appropriate de-escalation techniques. Additionally, a separate policy addresses the procedures for referrals to law enforcement and reporting requirements.

Parents are often provided information at parent meetings (IEP, Parent/Teacher Conferences, Open House) regarding positive behavior support. They are also provided information and are supported by the School/Community School Based Mental Health program if they elect to participate with the program. Parents are invited to visit classrooms that specialize in behavior support to help them learn effective strategies within the home setting and to understand their child's specific program. Parents are also invited to participate in district trainings which address positive behavior support. Our PTO organizations have financially supported the SWPBIS initiative which has helped engage parents.

Fall 2018-Spring 2019, Fall 2019-Spring 2020, Fall 2020-Spring 2021-- Documented participation in training regarding Chapter 14 regulations and legal requirements for disciplining students with disabilities. Decrease in suspensions for students with disabilities by 3% annually. Appropriate legal procedures/paperwork will be completed for 100% of students with disabilities as appropriate.

Fall 2018-Spring 2019, Fall 2019-Spring 2020, Fall 2020-Spring 2021-- Participate in services of on-going professional development trainings focused on implementation of a school-wide behavior support plan. Result will be decrease of 3% in suspensions and alternative placements annually.

Summer 2018, 2019, 2020, 2021--All staff who work with students with emotional and behavioral needs will be trained in non-violent crisis prevention through means the district can secure (such as the local IU). Staff will complete either the initial certification or the refresher course based on their current certification status. The emphasis of Safety Care and CPI focuses on deescalation. Data will support a decrease in suspensions by 3% annually. Decrease in dropout rate by 3% for students with disabilities and a corresponding increase in graduation rate of 3% for students with disabilities annually.

Start Date: 7/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education, Special Education

Supported Strategies:

- After School Programs
- Anti-Drugs/Anti-Violence Program - Too Good for Violence
- Character and Social Skill Building Programs - Social Skills Training
- Dropout Prevention Expansion
- Dual Enrollment Opportunities
- Social and Emotional Wellness Programs
- Differentiating Instruction
- Positive Behavioral Interventions and Supports

Positive School Culture

Description:

Site-Based Management will assist with changing culture. There will be a site-based committee at each building and level. Committees will also be utilized by the Board of Directors. Surveys will be given by District personnel on satisfaction and processes.

The term culture has been defined in various ways by many authors. Here the culture of the school will be viewed as the existence of an interplay

between three factors: the attitudes and beliefs of persons both inside the school and in the external environment, the cultural norms of the school, and the relationships between persons in the school. Each of these factors may present barriers to change or a bridge to long-lasting implementation of school improvement. It bears repeating, however, that the interrelatedness of these facets of the school most strongly affects the efforts of those seeking to improve schools. As Fullan (1991) notes, factors affecting implementation "form a system of variables that interact to determine success or failure" /

The Impact of Culture

An examination of school culture is important because, as Goodlad's study (1984) points out, "alike as schools may be in many ways, each school has an ambience (or culture) of its own and, further, its ambience may suggest to the careful observer useful approaches to making it a better school" (p. 81). Krueger and Parish (1982), in their study of five districts implementing and then discontinuing programs, postulate that the key to program implementation and continuation is "the interactive relationships that teachers have worked out together regarding 'how we gets things done here' " (p. 133). Depending upon how well leaders understand and use this notion, culture can assist school improvement efforts for at-risk students, or act as a barrier to change (Deal & Kennedy, 1982; Krueger & Parish, 1982; Sarason, 1982; Patterson, Purkey, & Parker, 1986).

The culture of the school reflects the local culture in many ways (Rossman, Corbett, & Firestone, 1988; Welch, 1989). When schools seek to improve, a focus on the values, beliefs, and norms of both the school and the environment outside the school is necessary (Sarason, 1982; Deal and Peterson, 1990). Patterson, Purkey, and Parker (1986) summarize the general knowledge base regarding school culture:

School culture does affect the behavior and achievement of elementary and secondary school students (though the effect of classroom and student variables remains greater).

School culture does not fall from the sky; it is created and thus can be manipulated by people within the school.

School cultures are unique; whatever their commonalities, no two schools will be exactly alike -- nor should they be.

To the extent that it provides a focus and clear purpose for the school, culture becomes the cohesion that bonds the school together as it goes about its mission.

Though we concentrate on its beneficial nature, culture can be counterproductive and an obstacle to educational success; culture can also be oppressive and discriminatory for various subgroups within the school.

Lasting fundamental change (e.g. changes in teaching practices or the decision making structure) requires understanding and, often, altering the school's culture; cultural change is a slow process.

Start Date: 7/1/2015 **End Date:** 8/30/2018

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

Supported Strategies:

- After School Programs
- Anti-Drugs/Anti-Violence Program - Too Good for Violence
- Character and Social Skill Building Programs - Social Skills Training
- Dropout Prevention Expansion
- Dual Enrollment Opportunities
- Social and Emotional Wellness Programs
- Differentiating Instruction
- Positive Behavioral Interventions and Supports

Goal #4: Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Indicators of Effectiveness:

Type: Annual

Data Source: induction program, walk-throughs, observations

Specific Targets: Data sets required by the State will show the 6% growth over the 5 year period.

Teachers will score proficient or distinguished on the State's evaluation tool.

Strategies:

Curriculum Mapping

Description: A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions,

the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Increased Quality Instructional Time

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

SAS Alignment: Instruction, Safe and Supportive Schools

Instructional (Distributed) Leadership Capacity Building

Description: Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and <http://www.pakeys.org/docs/SL%20PP%201.pdf>)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Literacy and best practice training

Description:

Teachers will be trained in best practices and literacy. The implementation of Literacy Coaches in classrooms will be used to support best practices. Classroom observation, walkthroughs, and use of student data will determine effectiveness of this action step.

Start Date: 8/8/2012 **End Date:** 6/30/2014

Program Area(s): Professional Education, Student Services

Supported Strategies:

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

Data meetings

Description:

There will be monthly data meetings to discuss and use data efficiently. Summary of monthly meetings will be distributed to the faculty.

Start Date: 8/27/2013 **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

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

Create a list of effective instructional practices.

Description:

Through surveys and research of instructional practices a list will be created and distributed to all teachers to be used for instruction. List will be shared with teachers during 1st inservice day.

Start Date: 5/2/2013 **End Date:** 8/20/2018

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

Supported Strategies:

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

Develop A Tiered Support

Description:

Evaluate present support system and identify needs. Establish the components that correspond to areas of need to enhance support system to create an effective tiered support system.

Start Date: 5/1/2013 **End Date:** 6/30/2018

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

Supported Strategies:

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

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: 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.

Strategy #1: Character and Social Skill Building Programs - Social Skills Training
Strategy #2: Dropout Prevention Expansion
Strategy #3: Online Learning Opportunities

Start	End	Title			Description	Type	App.
8/23/2014	7/1/2018	Resiliency training			Teachers will be trained on resiliency and understanding students		
	Person Responsible	SH	S	EP	Provider	Type	App.
	Principal	6.0	1	24	Manito	School Entity	Yes

Knowledge Understanding of all students and their baggage

Supportive Research Resiliency is a methodology being pushed by PDE

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.

LEA Whole Group Presentation

Training Format

<p>Participant Roles</p>	<p>Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex New Staff Other educational specialists</p>	<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) 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</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.</p>

Peer-to-peer lesson
discussion

Participant survey

LEA Goals Addressed:	<p>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.</p> <p>Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.</p>	<p>Strategy #1: After School Programs</p> <p>Strategy #2: Character and Social Skill Building Programs - Social Skills Training</p> <p>Strategy #3: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing</p> <p>Strategy #4: Dropout Prevention Expansion</p> <p>Strategy #5: Dual Enrollment Opportunities</p> <p>Strategy #6: Family Literacy Activities</p> <p>Strategy #7: Online Learning Opportunities</p>
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Start	End	Title	Description
7/1/2018	6/30/2021	Transition	<p>Administration, teachers, and parents will continue to receive professional development and training on transition services for students with disabilities including how to access the services, and how to evaluate effectiveness.</p> <p>CareerLink and the Center for Community Action have been offering career and life skills training to students and has included both spec. and reg. education students. Those completing the CareerLink program are awarded a \$200 stipend. In addition, the CareerLink program has been partnered with the Career Explorations class at the MU Sr. High School.</p> <p>Parents will continue to receive training and information during their child's IEP meetings, Parent/Teacher Conferences, will be connected with OVR and will be invited to various training and information seminars which support post secondary</p>

education, employment, and independent living. Parents will be connected to agency representative who may be able to offer supportive services to the student following graduation. The LEA has developed a packet of information that is provided to parents for students who participate in transition planning. The District's website also provides useful information to support transition planning.

Teachers will be trained on how to develop an appropriate transition plan through Indicator 13 training as well as the IEP planning process. Teachers will receive updates through department trainings regarding appropriate agency connections for students and how to access them. Teachers will receive training on evaluating students for the need for job training services and what procedures to complete in order to provide these services for their students. Teachers will be trained on utilizing the district transition coordinator in the transition planning process for students. There will be sign in's from the training.

Students with disabilities are leaving high school with a plan in place focusing on independent living, employment and/or post secondary education. Due to staff training and the help of our AmeriCorp staff we have been able to develop these plans. Many of our students participate with work experience opportunities. The number of students involved with this program increases each year. Parents are more involved with the transition component. More site visits are being held with prospective employers as well as institutions of higher learning. Recently a career fair was held to address transition options. A partnership between the district and such career related agencies such as OVR and Career Link has been valuable in providing services to our students. The number of students and families taking advantage of these services has increased and will continue to increase. Graduation and drop out rates will be impacted.

Graduation Rates

2018-2019 Graduation Rate at or above state percentage

2019-2020 Graduation Rate at or above state percentage

2020-2021 Graduation Rate at or above state percentage

Drop Out Rates

2018-2019 Drop Out rate at or below state percentage

2019-200 Drop Out rate at or below state percentage

2020-2021 Drop Out rate at or below state percentage

Person Responsible	SH	S	EP	Provider	Type	App.
Dianne Thomas	1.0	4	8	TIU 11 Consultants, Transition Coordinator	TIU, School District Transition Coordinator	No

Knowledge

Teachers will further hone their skills to develop effective and appropriate transition plans for their students through the IEP process. They will become more familiar with appropriate agencies to include in the transition process for their students. They will develop an understanding of when to utilize the services of the district transition coordinator in transition planning.

Supportive Research

Indicator 13 training from PaTTAN and the TIU 11 have served as the foundation for developing the district transition program. Indicator 13 training was provided during the 2018-2019 school year. The skills provided during these specific trainings will continue to be replicated in future trainings to our staff in a train the trainer model. The district transition coordinator will engage in the yearly training series webinars provided by PaTTAN in order to keep current with transition planning best practices. Information will be shared and disseminated to teachers to use in transition planning through the IEP with their students.

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.
For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

Series of Workshops
 Live Webinar
 Department Focused Presentation

Participant Roles	Classroom teachers Paraprofessional Parents	Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Lesson modeling with mentoring Review of PODS survey	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

instructional delivery and professionalism.
 Participant survey
 graduation/drop out rates, SPP
 targets

LEA Goals Addressed:	<p>Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.</p>	<p>Strategy #1: After School Programs Strategy #2: Anti-Drugs/Anti-Violence Program - Too Good for Violence Strategy #3: Character and Social Skill Building Programs - Social Skills Training Strategy #4: Dropout Prevention Expansion Strategy #5: Dual Enrollment Opportunities Strategy #6: Social and Emotional Wellness Programs Strategy #7: Differentiating Instruction Strategy #8: Positive Behavioral Interventions and Supports</p>
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Start	End	Title	Description				Type	App.
8/23/2014	7/1/2018	Resiliency training	Teachers will be trained on resiliency and understanding students					
	Person Responsible Principal	SH 6.0	S 1	EP 24	Provider Mount Union Area SD	School Entity	Yes	

Knowledge Understanding of all students and their baggage

Supportive Research

Resiliency is a methodology being pushed by PDE

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.

LEA Whole Group Presentation

Training Format

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

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Peer-to-peer lesson discussion

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Participant survey

LEA Goals Addressed:

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

- Strategy #1: After School Programs**
- Strategy #2: Anti-Drugs/Anti-Violence Program - Too Good for Violence**
- Strategy #3: Character and Social Skill Building Programs - Social Skills Training**
- Strategy #4: Dropout Prevention Expansion**
- Strategy #5: Dual Enrollment Opportunities**
- Strategy #6: Social and Emotional Wellness Programs**
- Strategy #7: Differentiating Instruction**
- Strategy #8: Positive Behavioral Interventions and Supports**

Start	End	Title	Description
7/1/2018	6/30/2021	Transition	Administration, teachers, and parents will continue to receive professional development and training on transition services for students with disabilities

including how to access the services, and how to evaluate effectiveness.

CareerLink and the Center for Community Action have been offering career and life skills training to students and has included both spec. and reg. education students. Those completing the CareerLink program are awarded a \$200 stipend. In addition, the CareerLink program has been partnered with the Career Explorations class at the MU Sr. High School.

Parents will continue to receive training and information during their child's IEP meetings, Parent/Teacher Conferences, will be connected with OVR and will be invited to various training and information seminars which support post secondary education, employment, and independent living. Parents will be connected to agency representative who may be able to offer supportive services to the student following graduation. The LEA has developed a packet of information that is provided to parents for students who participate in transition planning. The District's website also provides useful information to support transition planning.

Teachers will be trained on how to develop an appropriate transition plan through Indicator 13 training as well as the IEP planning process. Teachers will receive updates through department trainings regarding appropriate agency connections for students and how to access them. Teachers will receive training on evaluating students for the need for job training services and what procedures to complete in order to provide these services for their students. Teachers will be trained on utilizing the district transition coordinator in the transition planning process for students. There will be sign in's from the training.

Students with disabilities are leaving high school with a plan in place focusing on independent living, employment and/or post secondary education. Due to staff training and the help of our AmeriCorp staff we have been able to develop these plans. Many of our students participate with work experience opportunities. The

number of students involved with this program increases each year. Parents are more involved with the transition component. More site visits are being held with prospective employers as well as institutions of higher learning. Recently a career fairl was held to address transition options. A partnership between the district and such career related agencies such as OVR and Career Link has been valuable in providing services to our students. The number of students and families taking advantage of these service has increased and will continue to increase. Graduation and drop out rates will be impacted.

Graduation Rates

2018-2019 Graduation Rate at or above state percentage

2019-2020 Graduation Rate at or above state percentage

2020-2021 Graduation Rate at or above state percentage

Drop Out Rates

2018-2019 Drop Out rate at or below state percentage

2019-200 Drop Out rate at or below state percentage

2020-2021 Drop Out rate at or below state percentage

Person Responsible SH S EP Provider Type App.

Dianne Thomas 1.0 4 8 TIU 11 Consultants, Transition Coordinator

TIU,
School
District
Transition
Coordinator

No

Knowledge

Teachers will further hone their skills to develop effective and appropriate transition plans for their students through the IEP process. They will become more familiar with appropriate agencies to include in the transition process for their students. They will develop an understanding of when to utilize the services of the district transition coordinator in transition planning.

Supportive Research

Indicator 13 training from PaTTAN and the TIU 11 have served as the foundation for developing the district transition program. Indicator 13 training was provided during the 2018-2019 school year. The skills provided during these specific trainings will continue to be replicated in future trainings to our staff in a train the trainer model. The district transition coordinator will engage in the yearly training series webinars provided by PaTTAN in order to keep current with transition planning best practices. Information will be shared and disseminated to teachers to use in transition planning through the IEP with their students.

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.

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

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

Training Format

Series of Workshops
Live Webinar

Department Focused Presentation

Participant Roles	Classroom teachers Paraprofessional Parents	Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Lesson modeling with mentoring Review of PODS survey	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey graduation/drop out rates, SPP targets

LEA Goals Addressed:	Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.	<p>Strategy #1: After School Programs</p> <p>Strategy #2: Anti-Drugs/Anti-Violence Program - Too Good for Violence</p> <p>Strategy #3: Character and Social Skill Building Programs - Social Skills Training</p> <p>Strategy #4: Dropout Prevention Expansion</p> <p>Strategy #5: Dual Enrollment Opportunities</p> <p>Strategy #6: Social and Emotional Wellness Programs</p> <p>Strategy #7: Differentiating Instruction</p> <p>Strategy #8: Positive Behavioral</p>
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Interventions and Supports

Start	End	Title	Description
7/1/2018	6/30/2021	Behavior Support	<p>Staff working with special education students receive training on effective behavior support with the goal of changing behavior through positive techniques and reinforcement. To continue and further grow our experiences, the MUASD will offer either Safety Care or CPI training to all special education staff to ensure they are training in appropriate de-escalation techniques. Additionally, a separate policy addresses the procedures for referrals to law enforcement and reporting requirements.</p> <p>Parents are often provided information at parent meetings (IEP, Parent/Teacher Conferences, Open House) regarding positive behavior support. They are also provided information and are supported by the School/Community School Based Mental Health program if they elect to participate with the program. Parents are invited to visit classrooms that specialize in behavior support to help them learn effective strategies within the home setting and to understand their child's specific program. Parents are also invited to participate in district trainings which address positive behavior support. Our PTO organizations have financially supported the SWPBIS initiative which has helped engage parents.</p> <p>Fall 2018-Spring 2019, Fall 2019-Spring 2020, Fall 2020-Spring 2021--Documented participation in training regarding Chapter 14 regulations and legal requirements for disciplining students with disabilities. Decrease in suspensions for students with disabilities by 3% annually. Appropriate legal procedures/paperwork will be completed for 100% of students with disabilities as appropriate.</p> <p>Fall 2018-Spring 2019, Fall 2019-Spring 2020, Fall 2020-Spring 2021--Participate in services of on-going professional development trainings focused on implementation of a school-wide behavior support plan. Result will be decrease of 3% in</p>

suspensions and alternative placements annually.

Summer 2018, 2019, 2020, 2021--All staff who work with students with emotional and behavioral needs will be trained in non-violent crisis prevention through means the district can secure (such as the local IU). Staff will complete either the initial certification or the refresher course based on their current certification status. The emphasis of Safety Care and CPI focuses on deescalation. Data will support a decrease in suspensions by 3% annually. Decrease in dropout rate by 3% for students with disabilities and a corresponding increase in graduation rate of 3% for students with disabilities annually.

Person Responsible	SH	S	EP	Provider	Type	App.
Dianne Thomas	6.0	18	10	TIU 11 Consultants	IU	No

Knowledge De-escalation, passive restraint procedures

Supportive Research Nonviolent crisis intervention training

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

roles:

Training Format	Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Parents	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Review of restraint data for the district	Evaluation Methods	Participant survey

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Dolly Ranck on 4/27/2018

Board President

Affirmed by Amy Smith on 4/27/2018

Superintendent/Chief Executive Officer