

Coudersport Area SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

698 Dwight Street
Coudersport, PA 16915
(814)274-9480
Superintendent: Jacqueline Canter
Director of Special Education: Tony Watt

Planning Process

The planning process was completed with the help, input, and contribution of school district staff, community members, parents, and school board members. Surveys were administered to students (PAYS), staff (PA School Climate and Professional Development), and parents (School Climate) to gain valuable information that would become an important part of the planning process. Additionally, current data and reports related to SAP (Student Assistance Program) school-level, PIMS Safe Schools, SPP - School Performance Profile, Special Education Data Report, and the PA Future Ready PA Index were analyzed. Training for the Administrative Team (Superintendent, Director of Curriculum and two Principals) at IU9 began on August 8, 2017. The Administrative Team subscribed to the CP Tip Jar listserv to receive the most up to date information. The Superintendent and Director of Curriculum, Instruction, and Assessment participated in the webinar presentation for Phase I schools in May of 2018 and August of 2018. Also in August of 2018, monthly meetings began between the Superintendent and Director of Curriculum, Instruction, and Assessment and then in December these meetings became more frequent with the purpose to enter updates to the District's Comprehensive Plan in the electronic tool found at PDE's MySuite.

School Board approval occurred on March 11, 2019 for the following Comprehensive Planning committee members: Jennifer Chambers, Parent; Brenda Rudd, Parent; Beverly Morris, Community Rep; Kari Kurtz, Community Rep; Todd Brown, Business Rep; and Michael Delp, Business Rep. Brenda Rudd and Kari Kurtz were approved by the School Board as Comprehensive Planning committee members on November 13, 2017 so that they could be include in the Special Education Plan that needed submitted in 2018.

The superintendent participated in the August 2019 webinar that explained the two different submission options for Phase 1 schools (four parts by November 2019 and the remaining parts in the spring of 2020 in the new system or all parts in November 2019). Since the District was so far along in the planning process, the decision to submit the entire Comprehensive Plan by November 2019 was made. Regular updates were provided to the School Board during the Superintendent's Report. The Special Education Plan was due by May 1, 2019, and was posted for 30 days prior to. The Coudersport Area Elementary School's School Wide Plan was submitted in September of 2018 and September 2019 by the Principal-in-Charge of Federal Programs. The District Level Planning

Committee met twice: once in May of 2019 and again in September of 2019. The Comprehensive Plan was presented to the School Board in October of 2019 and posted 30 days prior to the submission of November 30, 2019.

Mission Statement

The mission of the Coudersport Area School District, in partnership with students, educators, family and community, is to provide a safe and supportive learning environment in which each child has the opportunity to acquire the knowledge and skills to become a self-motivated, capable and competent lifelong learner.

Vision Statement

The vision of the Coudersport Area School District is to provide a quality education for all students to be successful in the global economy of the 21st century by offering course work and experiences that will lead to future success in the global economy.

Shared Values

The Coudersport Area School District believes that...

- All children are unique and capable of success.
- Education is a dynamic process.
- Education is a necessary and valuable tool.
- Students should be encouraged to become self-motivated, lifelong learners.
- An environment should be provided where all students have the opportunity to develop their abilities.
- Education is a partnership of students, educators, family and community.

Educational Community

The School District

Included in the 211 square miles of the school district are the borough of Coudersport and the townships of Eulalia, Hebron, Sweden, Summit, Homer and part of Allegany. Student enrollment is comprised of approximately 750 students. These students attend school in two buildings located within one mile of each other in the Borough of Coudersport, one a K-6 school and the other 7-12 school.

The school district provides a full range of academic programs from Special Education through Gifted/Talented Education. Both of our schools had a SMART Lab installed in the summer of 2017 to offer STEM learning opportunities. The Elementary School provides Emotional Support classes for the students of Potter County and also houses the Autistic Classroom for the County. The High School offers the full range of academic programs that include general education classes, business education classes and agriculture science programs of studies. The High School offers dual enrollment courses which count for both high school and college credit and an ESP - Early Start Program which count for college credit. The Rural Regional College of Northern Pennsylvania is an innovative, state-funded college approved by the PA Department of Education offers courses that are available to our students. These programs provide an affordable means of earning college credit for our students through a partnership with the University of Pittsburgh at Bradford and Mansfield University. Special Education services are offered in partnership with the Seneca Highlands Intermediate Unit 9. The Seneca Highlands Career and Technical Center is located 17 miles west of Coudersport, in Port Allegany, and offers instruction in ten occupational areas.

The 2018 Future Ready PA Index indicates that the school district's 4-year graduation rate was 90% with 51% entering post-secondary education, 17% enlisting in the military, and 20% entering the workforce. allowing the majority of our students to pursue post-high school goals at a four year, two year or technical school. All students must complete a graduation project over the course of their junior and senior years, focusing either on career exploration or community service. The economically disadvantaged rate for the district is 50%. Special education population is 17.8% and the gifted population is 3.6%

The Community

Coudersport is located in Potter County, Pennsylvania and designated as the county seat. Coudersport is located at the junction of U.S. Route 6 and Pennsylvania Route 49 in the Northcentral section of Pennsylvania. Many outdoor enthusiasts enjoy the year-round sporting activities that are a major source of income to the community. During the summer, residents can participate in outdoor activities ranging from backpacking to ATV excursions at Denton Hill and the surrounding areas. Cherry Springs State Park offers many night sky programs for star-gazing enthusiasts. As winter begins, skiing and snowmobiling are enjoyed by many in the community. Coudersport hosts the annual Falling Leaves Festival in October in conjunction with the annual Coudersport High School Homecoming game. Coudersport also hosts the annual Maple Festival in May highlighting the local production of maple products. The inaugural Eliot Ness Festival was held in July of 2018 and has become an annual event.

Many of Coudersport's 5,000 plus residents (with a total county population of 18,500) work for several local industries. Our largest employers include Morgan AM & T, Charles Cole Memorial Hospital and Coudersport Area School District. The workforce in the Coudersport area is a mixture of professional, skilled and semi-skilled workers. Agriculture remains an important foundation of the community and summer hosts weekly farmer's markets. The local agricultural community is encouraging the Buy Fresh, Buy Local Initiative.

Coudersport has a quaint small town atmosphere featuring a historical society, courthouse square and local parks for all to enjoy. Coudersport also has a public library supported by state and local funds which has a weekly story hour for pre-school children. A summer reading program is also offered by the library and the Coudersport Elementary School. The town features many homestyle restaurants owned and operated by local residents.

As of the 2000 census, the median income for a household in the borough was \$35,813 and the median income for families was \$44,053. About 6.9% of families and 11% of the population were below the poverty line.

The Staff

The staff consists of a caring group of individuals committed to the educational needs of the students who attend the Coudersport School District. The district has two building principals, one director of curriculum, instruction, and assessment, two school counselors, two school nurses, and 60 plus teachers. The administration and teaching staff is complemented by over thirty dedicated support staff members who serve as teaching aides, custodians, secretaries, and cafeteria workers. Transportation is provided by 9 bus drivers who currently act as daily bus drivers as well as drivers for all of the school district's extra-curricular needs. The drivers are contracted through a local transportation company. Van routes are contracted with independent contractors.

Financial Data

The 2017 market value of the school district is approximately \$331,357,662 and the assessed value is \$113,151,780. The 2018-19 general fund budget is \$13,490,362. School district revenue is comprised of \$5,507,684 from local sources, \$7,009,883 from state subsidy and \$246,500 from the federal government. To support the budget requirements, the tax millage is presently set at 42.84 mills.

The present market value / personal income aid ratio for 2018-19 is .6286.

Planning Committee

Name	Role
Jacqueline Canter	Administrator : Professional Education Special Education Schoolwide Plan
Steve Mongillo	Administrator : Professional Education Special Education
Sean Reams	Administrator : Professional Education Schoolwide Plan
Micki Brown	Board Member : Professional Education Special Education Schoolwide Plan
Russ Streich	Board Member : Professional Education Schoolwide Plan
Todd Brown	Business Representative : Professional Education
Michael Delp	Business Representative : Professional Education
Kari Kurtz	Community Representative : Professional Education Special Education
Beverly Morris	Community Representative : Professional Education
Gregory Oliver	Ed Specialist - Other : Special Education Schoolwide

	Plan
Tony Watt	Ed Specialist - Other : Special Education
Terri Shaffer	Ed Specialist - School Counselor : Professional Education Special Education Schoolwide Plan
Olivia Guisto	Elementary School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Sheela Keck	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Jordan Caldwell	High School Teacher - Regular Education : Professional Education
Patricia Hau	High School Teacher - Special Education : Professional Education Special Education
Nichole Popchak	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Misty Reed	Middle School Teacher - Regular Education : Professional Education
Jennifer Chambers	Parent : Professional Education Schoolwide Plan
Brenda Rudd	Parent : Professional Education Special Education
Traci Budd	Student Curriculum Director/Specialist : Professional Education Special Education Schoolwide Plan

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Accomplished
Civics and Government	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	Accomplished	Accomplished
Economics	Accomplished	Accomplished
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	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	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	Accomplished	Accomplished
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	Accomplished	Accomplished
Economics	Accomplished	Accomplished
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	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Accomplished
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	Accomplished	Accomplished
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
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	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
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	Accomplished	Accomplished
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
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	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
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

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Economics
- Science and Technology and Engineering Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Economics
- Science and Technology and Engineering Education

Unchecked answers

None.

Middle Level

Checked answers

- 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
- Economics
- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

- 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
- Science and Technology and Engineering Education

Unchecked answers

None.

Explanation for any standards checked:

While all Pennsylvania academic standards are being addressed and developed through the Curriculum Review Cycle, the identified areas have been expanded/improved upon via the following:

- establishment of the Chapter 339 School Counseling Advisory Council
- creation of a Criminal Justice class

- collaboration with the Intermediate Unit 9 to improve upon writing expectations K-12 and Text Dependent Analysis
- adoption of curriculum maps in the area of English Language Arts 7-12
- adoption of curriculum maps in the area of Math K-12
- purchase of Common Core aligned Go-Math resources K-8
- purchase of updated Algebra I resources
- creation of a Career Mentor position in collaboration with the Potter County Education Council
- creation of a STEM class
- purchase/implementation of Creative Learning Systems SMART Labs at both the Elementary and Jr.-Sr. High Schools

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:

Standards, content, and assessments are identified and outlined in the adopted grade-level Curriculum Maps. In-depth job-embedded professional development is being provided to all professional staff members with a focus on achieving proficiency in the standards while using assessment data. Continuity of these characteristics is assured through on-going curriculum reviews and revisions.

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:

Standards, content, and assessments are identified and outlined in the adopted grade-level Curriculum Maps. In-depth job-embedded professional development is being provided to all professional staff members with a focus on achieving proficiency in the standards while using assessment data. The 4Sight Exams and CDTs are used to monitor progress toward and project student proficiency with regard to state standards. Instruction is planned for students who are not proficient to remediate these areas. Continuity of these characteristics is assured through on-going curriculum reviews and revisions.

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:

Standards, content, and assessments are identified and outlined in the adopted course Curriculum Maps. In-depth job-embedded professional development is being provided to all professional staff members with a focus on achieving proficiency in the standards while using assessment data. The CDTs are used to monitor progress toward and project student proficiency with regard to state standards. Instruction is planned for students who are not

proficient to remediate these areas. Continuity of these characteristics is assured through on-going curriculum reviews and revisions.

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:

Standards, content, and assessments are identified and outlined in the adopted course Curriculum Maps. In-depth job-embedded professional development is being provided to all professional staff members with a focus on achieving proficiency in the standards while using assessment data. The CDTs are used to monitor progress toward and project student proficiency with regard to state standards. Instruction is planned for students who are not proficient to remediate these areas. Continuity of these characteristics is assured through on-going curriculum reviews and revisions.

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

This narrative is empty.

Modification and Accommodations

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

Planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum via:

- Differentiation by the classroom teacher

- Daily Campus Center (after-school homework help) at the Elementary School (ES)
- Referral to the Child Study Team at the ES
- Referral to the School Counselor or Director of Curriculum, Instruction, and Assessment at the High School (HS)
- Referral to the Student Assistance Program (SAP)
- Participation in Title Reading/Math at the ES
- Collaboration between regular and special education staff, based on the IEP or 504 plan
- Keystone Remediation Courses at the HS
- Summer School Programs

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.

Building-level principals evaluate all teachers on an annual basis in accordance with the Framework for Teaching. In alignment with the district's Differentiated Supervision Plan, and in order to compile valid data to complete these annual instructional evaluations, principals conduct frequent classroom walkthroughs and required formal classroom observations as well as portfolio reviews and the supervision of individual-/team-focused annual SMART Goals. The Director of Curriculum, Instruction, and Assessment also conducts non-evaluative classroom visitations to ensure standards aligned instruction, consistency between classrooms, and student engagement. Lesson plans are reviewed on a weekly basis by building-level principals and/or the curriculum director.

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

Due to limited financial and human resources, the Coudersport Area School District does not presently incorporate the use of instructional coaches as an instructional strategy. As an alternative, the district encourages professional collaboration with the assistance of both Elementary and High School Principals through the Principal Advisory Councils, the Director of Curriculum, Instruction, and Assessment through Subject-Specific/Department Meetings, planned in-service programming, a mentorship/induction program for newly hired teachers, and the encouragement/use of team-teaching strategies to name a few.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

...

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

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

This narrative is empty.

Recruitment

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

The Coudersport Area School District is a very small, rural school district that has highly qualified, effective, and certified teachers in all levels of the school system. All teachers recognize the need to help students to achieve both in the classroom and ultimately to graduate from high school. All teachers are capable of helping students and are very receptive to facilitating small groupings and tutorial sessions that have become necessary with increased accountability levels in public education. The administration is confident in the abilities of all teachers and due to our small size, works within the parameters of collective bargaining agreements as well as creative scheduling to meet the learning needs of students who are below proficiency or academically at risk for not graduating. It should be noted that teachers willingly give of their time to work with students before and after school and our counselors and administrators, including the Superintendent, are willing to spend time with students during the day, before or after school to help a student achieve success.

In the fall of 2018, the Superintendent worked closely with PDE/TIMS when seeking emergency certification to fill a teaching position in which no certified candidate applied. Advertising for open teaching positions has become somewhat easier over the past few years because of the use of social media and technology, but the number of eligible workforce candidates has decreased over time as baby boomers have retired and there are not enough people in the workforce to fill their jobs. Both school enrollment and the local population have decreased steadily over time and sharply following the Adelphia downfall in 2006. The district uses the following electronic advertisement modes on a regular basis: Penn*Link, PSBA's Career Gateway, PARSS, TeachinginPa, LinkedIn, the school district's website and Solomon's Words (a local blogging site) to post/recruit highly qualified teachers in addition to advertising in local newspapers and internal office bulletin boards.

Hard to fill positions need additional posting/advertising by: directly contacting colleges or universities, reaching out to content-specific professional associations, etc.

In an effort to fill in some of the gaps, the district contracts services with the Potter County Commissioners through the Human Services Department for two positions of an ICM - Intensive Case Manager (social work) and with the Potter County Educational Council for the position of a Career Mentor.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	28.00	28.00	28.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	7.00	7.00	7.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

Graduation Requirement Specifics

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

Unchecked answers

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

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Teacher Created Tests	X	X	X	X
Subject Specific Presentations	X	X	X	X
Performance Presentations	X	X	X	X
Portfolio	X	X	X	X
Publications/Written Projects	X	X	X	X
Graduation Project				X
PSSAs		X	X	
Keystone Exams			X	X
PSATs				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
4Sight		X		
DIBELS	X	X		
DAZE		X		
CDTs		X	X	
STAR Reading	X	X		
STAR Math				

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Journaling	X	X	X	X
Teacher/Student Conferencing	X	X	X	X
Observations	X	X	X	X
Self Evaluations	X	X	X	X
Checklists	X	X	X	X
DIBELS Progress Monitoring	X	X		
Unit Quizzes	X	X	X	X
Accelerated Reader Quizzes				

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDTs		X	X	X
Pre-Tests	X	X	X	X
STAR Reading	X	X		
STAR Math	X	X		

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
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
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

Assessments are reviewed periodically by grade-level teams/departments with the IU during professional development trainings. Administrative reviews occur simultaneously with curriculum committees/subject-specific departments during monthly meetings and/or time provided by the district on in-service days. Teacher peer reviews occur during common planning time, faculty meetings, and time provided by the district on in-service days.

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.

The Coudersport Area School District requires completion of secondary level coursework in Literature, Algebra I, and Biology and the demonstration of proficiency on the associated Keystone Exam as one pathway to graduation. At this time, no material changes to these assessments have been made. Locally developed summative and formative assessments are validated via alignment with subject-specific state standards and performance-level expectations as defined by assessment rubrics.

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 collects assessment data on the PSSA and Keystone Exams, 4-Sight's, CDT's, DIBELS as well as in-house data collections for student grades and attendance. The data that is gathered from all testing is disseminated by the building principals to the respective teachers who will be working with students. Data Teams composed of principals, director of curriculum, and teachers meet following each testing cycle to review and analyze the data, collect information on individual students, and address the gaps found during the assessment process. Supplemental instruction, remediation, differentiated instruction, re-teaching, tiered intervention programming are just some of the outcomes available to students demonstrating academic risk. Teachers are given the opportunity to explore the e-Metrics system as well as the PVAAS system that will allow for greater interpretation of the data that is available to them. Data is used to drive the decisions in regards to teacher placement of students and course offerings in some curricular areas. The use of assessment data is also used to make budgetary decisions. As part of the Curriculum Procedures required in school board policy 105, the district has created an Assessment Map (as required in school board policy 127) for staff guidance and assurance purposes.

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.

District-wide assessment practices are used to promote student learning. The results of teacher-created tests, subject-specific presentations, PSSAs, and Keystone Exams are all used to frame meaningful performance goals. Administrators and teachers from all grade-levels/subject areas meet to review this assessment data and develop strategies to support/enhance individual and group needs/strengths. For example, at the Elementary level, ELA teachers will review PSSA data to pinpoint a specific area of difficulty for all students, such as Text Dependent Analysis, and work to improve the outcome for all

learners across grade levels by collaborating with the Intermediate Unit through professional development trainings. At the Secondary level, as an example, Math teachers will review PSSA results to determine those students who may benefit from a Study Skills course with a focus on Math remediation. Based on information gleaned from subject-specific pre-tests and CDTs, district teachers gain greater insight into what to teach by recognizing what skill gaps to address or by skipping material previously mastered. They also utilize this information to guide them toward student grouping options (e.g., areas of need, interests, preferred learning style, etc.). The many formative assessment tools employed by teachers (i.e., Accelerated Reader quizzes, DIBELS progress monitoring tools, unit quizzes, oral presentations, writing journals, etc.) allow for the sharing of feedback to students that is timely, specific, relevant, and especially meaningful to each individual as an understanding of strengths and areas of need provide opportunities to set small, intentional goals to work toward in real time.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Assessment results are shared annually at the district-wide "Data Day" in-service early in the school year with various grade-level/departmental data teams meeting to study assessment results, plan instruction based on the results of those assessments, and target individual needs of students. Ongoing opportunities for these teams to reconvene are provided via common planning times, grade-level/departmental meetings, and in-service days.

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	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		
Press Releases	X	X	X	X
School Calendar	X	X		
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Each year the Senior High updates its Course Registration Guide and the Junior High updates its Course Guide which are approved annually by the Board of School Directors. The Jr/Sr High School annually provides a Parent-Student Handbook. A Parent-Student School Calendar/Handbook is updated annually at the elementary school. All of these documents contain information about summative testing. On September 9, 2019, the School Board asked that school officials make a SchoolMessenger calling notice to alert parents that the PSSA and Keystone testing results are posted to the Parent Portal once they are provided by DRC. Additionally on September 9, 2019, the School Board asked that PSSA Parent Letters be printed by district staff and made available in the main office for parents to pick up over the summer months once they become available by eMetric. The ISR - Individual Student Report as provided by DRC is sent home to parents. Summative assessment results are shared with parents and community members at parent/teacher conferences and/or meetings and are posted on the district website once they are provided by eMetric. The PA Future Ready Index and District/School State Assessment Summary Reports are shared with the School Board, Curriculum Committee, and the PTA.

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

At this point, the district does not plan to incorporate any other strategies to disseminate summative assessment data.

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.

District administrators (superintendent, curriculum director, and principals) review and analyze data as soon as it becomes available at DRC, eMetric, PVAAS, Future Ready Index, PAYS, SAP, and PA School Climate. Coudersport prides itself on being a data-driven school district as, staff is re-adjusted, curriculum re-aligned, programs are added or changed, and materials and resources are re-assessed, as needed. Much of the data is also provided to the School Board and our school-wide data teams for further consideration, processing, and root cause determination. The Elementary School is a School-Wide Title I school and therefore must update and re-submit annually their plan through the Comprehensive Planning process. The principal, who is also the federal programs director, attends regular training and the federal programs conference to stay updated in the new requirements for School-Wide Title I programming.

To demonstrate a focused effort to continually improve each school's academic performance, the superintendent requires each principal to conduct data team meetings on a regular basis. The curriculum director and principals develop annual SMART Goals to address increasing student achievement as well as any other challenges that may deter student attainment of the academic standards or create a barrier to learning. The principals attended the PASCD Teacher Evaluation Leadership Academy during SY 2018-19 which was a training opportunity that promotes teacher growth through the supervisory process. The district uses the PA Principal's Association template to implement Teacher Improvement/Growth Plans comprehensively and effectively. The *Self Reflection Guide for PVAAS Teacher Reporting* tool completed by all teachers that are "red or yellow" in PVAAS. Teaching assignments are reviewed annually to assure that the most appropriate teaching assignment is awarded to every teacher for the betterment of student achievement. These new initiatives provide each school an opportunity to further review its programs and services from a comprehensive point of view. Quarterly updates are provided to the superintendent for review and monitoring purposes throughout the year.

At the district level in the Fall of 2018, the administrative team created a School-wide Systems for Student Success for students needing academic and behavioral support for Tier 1, Tier 2, and Tier 3. Contracts are approved by the School Board when seeking assistance for students from outside agencies. In the winter of 2018, a Curriculum Plan was created for the district that includes a Curriculum Review Cycle, assure Curriculum Plans/Guides for Planned Instruction are posted to the district website, annually preparing and seeking Board adoption of the Jr Hi Registration Guide and Sr Hi Course Guide, and an Assessment Map. The curriculum director conducts regular meetings with secondary Department Chairpersons and elementary grade level representatives, principals' facilitate monthly PAC - Principal Advisory Committee meetings, and the superintendent conducts, per contract, Superintendent's Council meetings for the purpose to meet to discuss curricular and

instructional matters of consequence to teachers and administrators. In the spring of 2018, the Chapter 339 Plan was approved by the school board so that district resources and personnel would be committed to college and career ready tracks.

At the elementary school, a Child Study process was created in SY 2017-18 and began implementation. Also in SY 2017-18, a new math series was purchased and teachers were trained in its use. In SY 2018-19, a handful of teachers visited a neighboring SD that uses the same math series to learn of some of their successful techniques.

At the Jr/Sr High School, the principal, counselor, and ICM-Intensive Case Manager, are often involved in getting students connected to alternative programs such as credit recovery, credit intervention and/or alternative placements and making SAP referrals when a student is at risk of failing a course or has incurred a barrier to learning. In SY 2018-19, remediation courses for all three Keystone Exams were put back into student's schedules who did not meet proficiency on the state exams. At the secondary level, a Career Mentor is contracted through the PCEC - Potter County Education Council to assist students in career awareness, career exploration, and job shadowing. All seniors must have completed a Graduation Project in order to graduate. The district supports strong programs for FFA - Future Farmers of America, CTC - Career Tech Center, the arts, performing arts, club schedules, extracurricular activities, and interscholastic athletics so that students are more motivated, excited for school, and are able to demonstrate their talents.

In August of 2019, an MTSS/SWPBS Leadership Team was created with plans to develop a SWPBS program with the help of the IU9 Behavior Support Specialist. This came to be as three teachers attended the PBIS Conference in May of 2019, the school counselor attended a Social and Emotional Learning Training in June of 2019, and the superintendent and a teacher attended an APL - Classroom Management and Instructional Skills training in the spring of 2019 at Mansfield University.

Programs, Strategies and Actions

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

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

During SY 2019-20, training for the Leadership Team is scheduled to create an MTSS/PSWBS program at the high school.

Conflict resolution techniques will be embedded in an appropriate course/curriculum in alignment with the curriculum review cycle.

The ES principal will investigate the possibility of offering a peer helper program where 6th-grade students assist younger grader students. The HS principal will investigate the possibility of NHS students providing afterschool and/or before school tutoring.

We do not have the funding needed to hire a school resource officer. Our School Safety and Security Committee meets regularly in which community emergency agencies and a School Safety Risk Assessment was conducted in April of 2019 by the PA State Police.

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.)

Gifted students are first identified through informal observations. Teachers and/or parents note that a child shows exceptional ability in academic achievement or is talented in any number of areas. Teachers and parents will speak with our Gifted and Talented teacher about the possibility of the gifted program. A referral for the child is made to our elementary guidance counselor who follows up with our school psychologist for an evaluation to begin. Some parents choose to have their child assessed off site and we are very willing to use those reports to make a determination on whether or not the child qualifies for the gifted program. We follow state parameters in regards to the placement of students into these programs.

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

Students are referred for gifted evaluation by teachers, parents or administrators. The most common referral comes from the teacher who is in the classroom with the student and sees first hand how the student interacts with the material in the classroom. At times, we do get request from parents which we honor with a full evaluation.

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

Students are determined to be eligible based on multiple criteria. Information from the evaluation is used, however it is not the only criteria used when determining the eligibility for a student to be gifted. We have employed the use of the alternate criteria for many of our students who display the signs of mentally gifted students. Our team has focused our attention more on the alternate criteria than just the IQ score. In our school, many students benefit from the talented program which is part of our gifted program.

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.

The program is varied depending on the individual students involved. Our Gifted teacher works with students one-on-one as well as in the regular education setting. The Gifted teacher also works with students on various activities such as STEM fairs and competitions, mock trial, Model UN, and with other opportunities that allow our students to leave our small school to experience so much more than what we can offer in the regular education classroom.

Mock Trial is a competition in which students simulate a real trial and the case materials are provided by the Pennsylvania Bar Association of Young Lawyers Division. The case alternates between a civil and a criminal case every year. Teams consist of over a dozen members. District competitions are held at the McKean County Court House in Smethport, PA and Semi-Regional and Regional Finals are held in Williamsport, PA at the Federal Court House.

Model United Nations is a simulation in which students portray a member of the United Nations in one of their principle bodies, committees or organizations by debating current international issues pertinent to the United Nations or any international organization. It is held at St. Bonaventure University by the Political Science Department.

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	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	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS				
Wellness/Health Appraisal	X	X	X	X
SOS (Signs of Suicide), Dickinson		X	X	X
Yellow Ribbon, Dickinson			X	X
Red Ribbon Week Activities	X	X		
Healthy Choices, A Way Out		X		
Three Kinds of Touches, A Way Out	X			

Healthy Relationships, A Way Out		X		
Safe2SaySomething Presentation			X	X
Too Good for Drugs, ADAS			X	X
Too Good for Violence, Dickinson	X	X	X	X
Teen Conference			X	
Falcon 4	X	X		
LEAD Team			X	X

Explanation of developmental services:

The possibility of incorporating a Coaching/Mentoring program at both the ES for 6th graders and the HS with NHS should be considered for SY 2019-20.

A Reading Competition is held in the fall and again in the spring in Bradford. There are divisions for Elementary, Middle and High School. The basic premise of this competition is that there is a list of 30 books that the participants on each team have to read prior to the competition and teams from around the area compete against each other by answering questions about the book.

Soaring Minds is a compilation of student's writing K-6. The district attempts to include writing from every student. Sometime during the last two weeks of school, copies of Soaring Minds are distributed to each student, as well as offices and libraries. The intent is to provide an avenue for celebrating student writing, and supply each student with a book to read over the summer months.

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		
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X		
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X
Physical, Vision, and Dental exams	X	X	X	X
Gifted screenings	X	X	X	X
SAIP (School Attendance Improvement Plans)	X	X	X	X
Suicide Intervention Re-Entry Plan of Action	X	X	X	X
Behavior Modification Plan	X	X	X	X

SAP (Student Assistance Program) Intervention Plan	X	X	X	X
Medical Plan of Care for Food Service	X	X	X	X
Health Care Plan	X	X	X	X
Safe2Say Something Referrals	X	X	X	X
Child Study	X	X		
Title I Reading	X	X		
Title I Math	X	X		
Crisis Intervention Plan	X	X	X	X
Homebound Instruction	X	X	X	X

Explanation of diagnostic, intervention and referral services:

In the fall of 2018, the superintendent and high school counselor met to review the Post Graduate Survey Questions to determine specific questions that should be added and/or removed from the questionnaire so that our data would be gathering the information from our post graduates that the school district believes to be beneficial.

In the fall of 2019, the Comprehensive Planning Committee asked that vaping incidents be reported out in the plan. In SY 2016-17, 0 incidents. In SY 2017-18, 1 incident. In 2018-19, 3 incidents.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education				
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X
Intensive Case Management Program	X	X	X	X
JIFF (Juvenile Inventory for Functioning), Intensive Case Management			X	X
Career Mentor, Potter County Education Council	X	X	X	X
SAP (Student Assistance Program) MH and D&A Liaisons	X	X	X	X
Community Advisory Board, UPMC Cole Hospital	X	X	X	X

CJAB, Criminal Justice Advisory Board	X	X	X	X
SAP Coordinator's Council	X	X	X	X
Truancy Collaboration Council	X	X	X	X
Potter County Education Council	X	X	X	X
Dual Enrollment and ESP (Early Start Program)			X	X
School Safety and Security Committee	X	X	X	X
3-5 Supportive Counseling Sessions, Dickinson	X	X	X	X
School-Based Out Patient Services, Dickinson	X	X	X	X
Project RAPPOR				X
Drop Out Intervention, Career Link				X
MDT Intervention, CASSP	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEl	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				
Newsletters				

School Calendar				
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

Classroom teachers are in communication with school counselors in regards to students who are receiving interventions outside of the school setting. Many of our students have services through wraparound programs, TSS programs, as well as counseling through the SAP program. In September of 2019, a letter of agreement was approved by the school board with Dickinson to provide satellite outpatient individual and group therapy services at both of our schools. Teachers are made aware of the services as legitimate educational interest permits under FERPA. Principals attend CASSP and transitioning to school meetings when invited to attend. Many times the counselors or administration are aware of the interventions outside of school, however, the classroom teacher may not be aware of the issues that affect the classroom that are occurring outside of the school setting.

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

Our elementary principal meets with representatives from Head Start, Early Intervention, the IU, and other area preschool programs to discuss ways to build continuity between programs. Contact is made with representatives from other local preschool programs in April of each year. The district offers a pre-K kindergarten visitation day program which includes opportunities for communication between pre-K teachers and our kindergarten staff – and to expose our incoming kindergarten students to our then current kindergarteners who model appropriate learning behavior. The event is held in May. The Elementary School offers space for the Boys and Girls Club to provide an after school child care program. We have one local daycare center after school that allows for school age students to attend after the end of the school day.

During the 2015-16 school year, the school district began renting space at the Coudersport Elementary School for the Early Intervention Program.

The district applied for and was denied being added to the IUs Pre-K Counts grant for the 2018-19 SY and 2019-20 SY.

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.

We contract special education services through Seneca Highlands IU 9 and they help us coordinate the needs of preschool students with disabilities prior to the student arrival at the elementary school. Through Early Intervention Programming, our teachers are made aware of the students and the individual needs of the students. Our IU will coordinate transportation for those students who are in need of specialized transportation as well as the development of the IEP for students with disabilities.

Our district provides for a smooth transition through two major activities. The first activity involves all of the pre-school programs visiting with our kindergarten teachers and our kindergarten students. The other major event is kindergarten camp which occurs in August of each year. The camp focuses on the transition between the pre-school and the school setting. It also gives those students who have never been to school the opportunity to get accustomed to the rules and routines of the school. This event has been very successful in the transition students as well as parents to the new world of the public school. This program provides an opportunity for the teachers to learn the needs of the students before

they are in the classroom. Although students are assigned to individual classrooms when they come into kindergarten camp, the teachers will make changes if needed based on their observations of the student interactions.

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.

To ensure Accomplishment, a K-12 Curriculum Resource Spreadsheet has been created, allowing all teachers the means to record the materials/resources currently in use as well as designate those materials/resources in need of updating. Additionally, a three-year Curriculum Review Cycle has been developed, providing a logical sequence of activities for revising and updating materials and resources. This cycle also calls for professional development to enhance the implementation of new materials and resources and assures a consistent, scheduled examination of materials and resources in all curricular areas.

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.

To ensure Accomplishment, a K-12 Curriculum Resource Spreadsheet has been created, allowing all teachers the means to record the materials/resources currently in use as well as designate those materials/resources in need of updating. Additionally, a three-year Curriculum Review Cycle has been developed, providing a logical sequence of activities for revising and updating materials and resources. This cycle also calls for professional development to enhance the implementation of new materials and resources and assures a consistent, scheduled examination of materials and resources in all curricular areas.

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.

To ensure Accomplishment, a K-12 Curriculum Resource Spreadsheet has been created, allowing all teachers the means to record the materials/resources currently in use as well as designate those materials/resources in need of updating. Additionally, a three-year Curriculum Review Cycle has been developed, providing a logical sequence of activities for revising and updating materials and resources. This cycle also calls for professional development to enhance the implementation of new materials and resources and assures a consistent, scheduled examination of materials and resources in all curricular areas.

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

This narrative is empty.

High School Level

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

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

To ensure Accomplishment, a K-12 Curriculum Resource Spreadsheet has been created, allowing all teachers the means to record the materials/resources currently in use as well as designate those materials/resources in need of updating. Additionally, a three-year Curriculum Review Cycle has been developed, providing a logical sequence of activities for revising and updating materials and resources. This cycle also calls for professional development to enhance the implementation of new materials and resources and assures a consistent, scheduled examination of materials and resources in all curricular areas.

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

Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district

	classrooms
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Further explanation for columns selected "

More exploration and utilization of the SAS Materials and Resources section is warranted as a means to improve upon student achievement in all areas. Opportunities to inform stakeholders of these high-quality instructional tools will be embedded into curriculum newsletters, grade-level/department meetings, curriculum meetings, faculty meetings, and in-service days.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

More exploration and utilization of the SAS Materials and Resources section is warranted as a means to improve upon student achievement in all areas. Opportunities to inform stakeholders of these high-quality instructional tools will be embedded into curriculum newsletters, grade-level/department meetings, curriculum meetings, faculty meetings, and in-service days.

Middle Level

Standards	Status
Arts and Humanities	Implemented in

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

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

Further explanation for columns selected "

More exploration and utilization of the SAS Materials and Resources section is warranted as a means to improve upon student achievement in all areas. Opportunities to inform stakeholders of these high-quality instructional tools will be embedded into curriculum newsletters, grade-level/department meetings, curriculum meetings, faculty meetings, and in-service days.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district

	classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of

	district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

More exploration and utilization of the SAS Materials and Resources section is warranted as a means to improve upon student achievement in all areas. Opportunities to inform stakeholders of these high-quality instructional tools will be embedded into curriculum newsletters, grade-level/department meetings, curriculum meetings, faculty meetings, and in-service days.

Early Warning System

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

No, we are not interested in the PA EWS/IC for our district.

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 school district completed a professional development needs assessment in April of 2019 to ascertain information from our teachers in regards to their professional development needs throughout the school year and into the future. The survey netted a plethora of information which included the preferences of our teaching staff for professional development. Our High School staff wants more professional development on improving self-awareness of student's social and emotional needs in order to help them meet academic standards, developing their role as a teacher-leader and opening leadership opportunities for students, and how to better motivate and engage students. At the Elementary school: differentiating instruction and incorporating appropriate interventions with different learning styles, improving self-awareness of student's social and emotional needs in order to help them meet academic success, and effective and appropriate integration of technology. Additional topics worth mentioning: Career and Technical education, helping students control their emotions, project-based learning, current social influences on students, effective parent-teacher conferencing, AIMS math, career cruising, google, Lexia, Moby Max, e-Spark, and getting parents motivated to help. The needs assessment also showed that teachers prefer to have 1-3 hour sessions or online/self-paced delivery methods. Additionally, teachers preferred the current scheduling of in-service days, Aug, Sept, Oct, Jan and May. New for the 2019-20 school year, two 2-hr delays and two 2-hr early dismissals were added as Act 80 days to accommodate

more professional development and opportunities for collaboration. Teachers were split regarding participation in the county-wide Common Inservice Day in October and the High School showed strong support to continue with offering a September Data Day.

The district will continue to provide opportunities for all teachers and administrators to continue the successful integration of technology into the classroom of the 21st century. Teachers and administrators will also focus in-service training days as well as self-driven professional development days towards the district goals of raising math and ELA scores on the PSSA exams and to make proficient levels on the Keystone Exams. In order to raise the PSSA scores and Keystone Exam Proficiency rates, teachers and administration continue to be in-serviced on the correct usage of data from these tests as well as data analysis of various other assessments. Teachers and administrators will need a working knowledge of these scores in order to make data-driven decisions for the consistent academic improvement of our students. The professional development needs of the teachers and administration need to focus on the interpretation of data, integration of reading in all content areas and increasing math achievement at all levels in the district.

The leadership team will engage in professional development activities that will raise their self-awareness of data interpretations, Domain 2 - Classroom Environment, Domain 3 - Instruction, the culture of teaching and learning as well as effective management skills related to smaller budgets and increasing accountability. Building level principals, the director of curriculum, assessment and instruction as well as the superintendent will continue to promote the ideals of public education and adhere to all PDE initiatives including the new Future Ready PA Index.

Beginning in the 2018-19 SY, those participating in professional development/learning opportunities are to report out briefly to their colleagues at their next faculty meeting in an effort to build capacity of best-practices to better make use of the district's financial and time investment. Additionally, a professional development/learning opportunity write-up from the individual participant is presented to the school board members in their board meeting packets under "Items of Information" to assure their awareness of their investment to support future professional development and learning opportunities and to complement the district's mission, vision, and goals.

With the passing of Act 44 of 2018, many school safety and security initiatives and their accompanying training components will need to be incorporated into the professional development schedule. The PA State Police conducted a Risk Assessment of both schools in April of 2019 in hopes of identifying areas needing more time and attention to address than others.

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

All strategies were selected and are addressed.

Professional Development

Coudersport Area SD Professional Development

Title:	Virtual GoMath! Coaching Sessions
Description	Virtual coaching sessions will be provided to all Math teachers to support/enrich their understanding/implementation of the GoMath! Program (grades K-8). This program allows teachers to meet the individual needs of students through opportunities to differentiate

	instruction and assign personalized practice.								
Person Responsible	Director of Curriculum, Instruction, and Assessment								
Start Date:	7/1/2020								
End Date:	6/30/2021								
Proposed Cost/Funding:	<table> <thead> <tr> <th>Start Year</th> <th>End Year</th> <th>Cost</th> <th>Funding Source</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>2021</td> <td>5000.00</td> <td>020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES</td> </tr> </tbody> </table>	Start Year	End Year	Cost	Funding Source	2020	2021	5000.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES
Start Year	End Year	Cost	Funding Source						
2020	2021	5000.00	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES						
Program Area(s):	Professional Education, Special Education, Gifted Education, Educational Technology								
Hours Per Session	1								
# of Sessions:	6								
# of Participants Per Session:	15								
Provider:	Houghton Mifflin Harcourt								
Provider Type:	For Profit Company								
PDE Approved:	No								
Knowledge Gain:	Educators will enrich their understanding/utilization of all components of the GoMath! Program, including the online components (e.g., Personal Math Trainer), such that they are better equipped to differentiate instruction, personalize student learning, and provide interventions to struggling students.								
Research & Best Practices Base:	Differentiation of content, process, products, and/or the learning environment ensures a more personalized approach to lesson design/instruction in order to meet individual student needs. The use of ongoing assessment and flexible grouping makes this a successful approach to instruction.								
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners. 								
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> 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. 								

	<ul style="list-style-type: none"> • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops • Live Webinar • Department Focused Presentation
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Paraprofessional • Other educational specialists
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey

	<ul style="list-style-type: none">• Review of participant lesson plans
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**Coudersport Area SD
Professional Development**

Title:	Portrait of a Graduate								
Description	On site/ on line training for HS Staff by EdLeader21.								
Person Responsible	Mr. Mongillo, principal and Mrs. Canter, superintendent								
Start Date:	7/1/2020								
End Date:	6/30/2021								
Proposed Cost/Funding:	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Start Year</th> <th style="text-align: left;">End Year</th> <th style="text-align: left;">Cost</th> <th style="text-align: left;">Funding Source</th> </tr> </thead> <tbody> <tr> <td>2020</td> <td>2021</td> <td>5000.00</td> <td>030 - EDUCATIONAL PLANNING SERVICES</td> </tr> </tbody> </table>	Start Year	End Year	Cost	Funding Source	2020	2021	5000.00	030 - EDUCATIONAL PLANNING SERVICES
Start Year	End Year	Cost	Funding Source						
2020	2021	5000.00	030 - EDUCATIONAL PLANNING SERVICES						
Program Area(s):	Professional Education								
Hours Per Session	4.0								
# of Sessions:	2								
# of Participants Per Session:	25								
Provider:	EdLeader21								
Provider Type:	For Profit Company								
PDE Approved:	No								
Knowledge Gain:	Portrait of a Graduate Design								
Research & Best Practices Base:	21st Century Learning standards								
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Empowers educators to work effectively with parents and community partners. 								
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. 								
Training Format:	<ul style="list-style-type: none"> • LEA Whole Group Presentation 								
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals 								

	<ul style="list-style-type: none">• School counselors
Grade Levels:	<ul style="list-style-type: none">• High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none">• Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none">• Portfolio

**Coudersport Area SD
Professional Development**

Title:	MTSS PSWBS Program Jr/Sr HS
Description	Inservice training from IU9 Behavior Support Specialist
Person Responsible	Mr. Mongillo, principal
Start Date:	7/1/2020
End Date:	6/30/2021
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	2.0
# of Sessions:	3
# of Participants Per Session:	30
Provider:	IU9
Provider Type:	IU
PDE Approved:	Yes
Knowledge Gain:	Implementation steps and activities to support program
Research & Best Practices Base:	MTSS SWPBS is supported by best-practices and educational research to improve student outcomes.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	<ul style="list-style-type: none"> • School Whole Group Presentation

Participant Roles:	<ul style="list-style-type: none">• Classroom teachers• Principals / Asst. Principals• School counselors• Paraprofessional• Classified Personnel
Grade Levels:	<ul style="list-style-type: none">• Middle (grades 6-8)• High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Evaluation Methods:	<ul style="list-style-type: none">• Review of written reports summarizing instructional activity

**Coudersport Area SD
Professional Development**

Title:	Understanding/Utilization of SAS Portal
Description	District teachers will increase their understanding and utilization of the Standards Aligned System as a means to improve student achievement. Professional Development trainings will be provided by the Intermediate Unit 9 or the Director of Curriculum, Instruction, and Assessment highlighting the six elements that impact the success of students: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, and Safe & Supportive Schools.
Person Responsible	Director of Curriculum, Instruction, and Assessment
Start Date:	7/1/2020
End Date:	6/30/2021
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Special Education, Gifted Education, Educational Technology
Hours Per Session	1
# of Sessions:	6
# of Participants Per Session:	35
Provider:	Director of Curriculum, Instruction, and Assessment
Provider Type:	Individual
PDE Approved:	No
Knowledge Gain:	Educators will gain a complete understanding of the resources available via the Standards Aligned System.
Research & Best Practices Base:	The Pennsylvania Standards Aligned System (SAS) is a collaborative product of research and good practice that identifies six distinct elements which, if utilized together, will provide schools and districts a common framework for continuous school and district enhancement and improvement.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional

	decision-making.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops • School Whole Group Presentation
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • New Staff
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and

	<p>preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> • Student PSSA data • Classroom student assessment data • Review of participant lesson plans
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Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/22/2013 First time we provided a 3-hr presentation for mandated reporter training
6/1/2018 Professional Ethics and the Educator Misconduct Act - SAS online 3-hr
10/8/2018 Child Abuse Reporting - presentation on account set up 1-hr
The LEA plans to conduct the required training on approximately:
4/20/2020 Child Abuse Recognition and Reporting at www.reportabusepa.pitt.edu - 3-hr
8/17/2020 Child Abuse Recognition and Reporting at www.reportabusepa.pitt.edu makeup
8/23/2021 Child Abuse Recognition and Reporting at www.reportabusepa.pitt.edu makeup

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

Questions
The LEA has conducted the training on:
1/15/2018 ACT on FACTS - Suicide Prevention Resource Center 2-hr online
8/21/2018 Suicide Prevention and Behavioral Health Presentation 1-hr
1/21/2019 Current Drug Trends/PAYS Data Presentation 1-hr
The LEA plans to conduct the training on approximately:
8/19/2019 QPR Question, Persuade Refer 1.5-hr presentation
12/11/2019 Lifelines 1.5 hr Presentation
8/22/2022 Suicide Prevention/Beh Health 1-hr presentation

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:

10/2/2019 "One Caring Adult" @ Sexual Abuse & Trauma Informed Classrooms https://campus.nsvrc.org 1.5 hr online
8/18/2020 A Way Out Presentation with Child Exploitation Curriculum Overview 1.5 hr
8/17/2021 A Way out Presentation 1 hr

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

None.

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

Although the Professional Education Committee has not formally met, the Superintendent's Council which is composed of the superintendent, building principals, director of curriculum, and faculty representatives meet frequently and discuss curricular and instruction matters of consequence to teachers and administration. Specifically, the council has met regularly to review the four Domains of Act 82 for Educator Effectiveness, school district anticipated budget, decline in student enrollment, PSSA/Keystone Summary Reports, Code of Student Conduct, Professional Development surveys that were administered, PA School Climate Survey results, School Performance Profile, and Future Ready PA Index. In SY 2019-20, the PAC's-Principal Advisory Committees and the Department Head meetings were facilitated by administrators on a regular basis to better communicate and collaborate teaching and learning needs. Moving forward into 2019-20

SY, the Professional Education Committee plans to meet annually in the spring to review the professional development plan. A schedule of professional development activities will be prepared in conjunction with the building principals, director of curriculum, and superintendent based on the needs assessment that is conducted in the spring of every year to include mandated trainings as well. The committee will also make recommendations to administration regarding the needs of teachers based on any new requirements from the Pennsylvania Department of Education. The committee will also meet to discuss the following as it relates to the professional development plan:

- review of the plan and determine if the goals of the plan are being achieved
- continue to assess whether or not the goals are relevant to current educational practices
- review and modify goals and action plans based upon the administration of a yearly needs assessment
- review of goals as related to PSSA/Keystone Testing
- need to revise or expand the list of learning activities and providers.

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

All strategies were selected and are addressed.

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.

At the onset of the induction program, the mentor and mentee will establish a list of learning goals addressing the following areas. This list will be completed by the end of the first nine weeks and will be presented to the building principal on or before the first quarterly meeting.

Curriculum
 Instruction
 Data
 Standards / Anchors / SAS
 Professional Development
 Policy / Administrative Regulations
 Discipline/ Classroom Management
 Assessment
 Scheduling
 Parent Correspondence
 Technology Education
 Community Involvement
 School Law
 Special Education (Inclusion and Co-teaching)
 Mandated Reporting / Suicide Prevention / Educator Misconduct
 Response to Instruction and Intervention (RTII)
 English Language Learners (ELL)
 School Counseling / School Nursing

The teacher induction program will be assessed using the following methods.

1. The building principals will provide a timeline of expectations for the year which include the mastery of the learning goals and the completion of the comprehensive portfolio.
2. Quarterly meetings with the mentor, the mentee, and the building principal to discuss progress and questions of the mentor and/or the mentee. There will be a written progress report submitted by the mentor including areas of strengths, needs, and/or areas of concern.
3. Weekly meetings between the mentor and the mentee to address questions/concerns and review procedures for various benchmarks throughout the year.

The mentor will maintain a record of evidence of progress the mentee has made toward mastery of the learning goals.

4. A checklist of standard orientation topics will be used at the onset of the employment of a new teacher. Mentoring spans 186 contractual work days commencing with the date of hire of the mentee.
5. Evidence of professional development training opportunities for the mentee. (Minimum of four during the year-long mentorship program).
6. Mentees will observe four teachers of varying grade levels and disciplines for a minimum of one class period each throughout the course of the year-long mentorship program.
7. Mentor will observe mentee a minimum of once every nine weeks to identify strengths, needs, and/or areas of concern as they relate to the learning goals.
8. An evaluation will be completed by both the mentor and the mentee at the end of the year-long mentorship program. The evaluation will be reviewed by the building principal and then a copy sent to the Superintendent.
9. Mentees will prepare a comprehensive portfolio for submission to the building principal to include all records of evidence compiled for the year-long mentorship program.

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

All strategies were selected and are addressed.

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.

At the onset of the induction program, the mentor and mentee will establish a list of learning goals addressing the following areas. This list will be completed by the end of the first nine weeks and will be presented to the building principal on or before the first quarterly meeting.

Curriculum
 Instruction
 Data
 Standards / Anchors / SAS
 Professional Development
 Policy / Administrative Regulations
 Discipline/ Classroom Management
 Assessment
 Scheduling
 Parent Correspondence
 Technology Education
 Community Involvement
 School Law
 Special Education (Inclusion and Co-teaching)
 Mandated Reporting / Suicide Prevention / Educator Misconduct
 Response to Instruction and Intervention (RTII)
 English Language Learners (ELL)
 School Counseling / School Nursing

The teacher induction program will be assessed using the following methods.

1. The building principals will provide a timeline of expectations for the year which include the mastery of the learning goals and the completion of the comprehensive portfolio.
2. Quarterly meetings with the mentor, the mentee, and the building principal to discuss progress and questions of the mentor and/or the mentee. There will be a written

progress report submitted by the mentor including areas of strengths, needs, and/or areas of concern.

3. Weekly meetings between the mentor and the mentee to address questions/concerns and review procedures for various benchmarks throughout the year. The mentor will maintain a record of evidence of progress the mentee has made toward mastery of the learning goals.
4. A checklist of standard orientation topics will be used at the onset of the employment of a new teacher. Mentoring spans 186 contractual work days commencing with the date of hire of the mentee.
5. Evidence of professional development training opportunities for the mentee. (Minimum of four during the year-long mentorship program).
6. Mentees will observe four teachers of varying grade levels and disciplines for a minimum of one class period each throughout the course of the year-long mentorship program.
7. Mentor will observe mentee a minimum of once every nine weeks to identify strengths, needs, and/or areas of concern as they relate to the learning goals.
8. An evaluation will be completed by both the mentor and the mentee at the end of the year-long mentorship program. The evaluation will be reviewed by the building principal and then a copy sent to the Superintendent.
9. Mentees will prepare a comprehensive portfolio for submission to the building principal to include all records of evidence compiled for the year-long mentorship program.
10. All new teachers are encouraged to attend the New Teachers Academy held at Seneca Highlands IU9

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

All strategies were selected and are addressed.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.

- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.
- Mentors must be approved by the Board to be compensated in accordance with the CBA.

Unchecked answers

None.

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

The building principal will assign a mentor to all new teachers in the Coudersport Area School District who have not already completed a Professional Induction Plan that is in accordance with PA state requirements. Mentors will be chosen based on experience, content knowledge and interpersonal skills. Mentors must have received tenure and be highly skilled. Mentors must be individuals held in high regard by their peers and the administration. The selection process for the mentor will be at the discretion of the building principal. If a conflict arises between the mentor and mentee a conflict resolution meeting will be held with the administration. A mentor's position may be divided evenly between two different teachers if the mentee is assigned to teach in both school buildings.

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

All characteristics were selected and are addressed.

Induction Program Timeline

Topics	A	C	D	F	A	Jun-Jul
	u	c	e	e	p	
	g	t	c	b	r	
	-	-	-	-	-	
	S	N	J	M	M	
	e	o	a	a	a	
	p	v	n	r	y	
Code of Professional Practice and Conduct for Educators	X					
Assessments		X				
Best Instructional Practices		X				
Safe and Supportive Schools	X	X	X	X	X	
Standards		X		X	X	X
Curriculum				X		

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

If necessary, provide further explanation.

1. The first activity for the mentee will be New Teacher Orientation Day which will be held prior to the first contractual day for teachers. This activity is mandatory for all new teachers and their mentors. The Orientation Day will be hosted by the Building Principals.
2. The mentor and mentee will meet during the mentee's first contractual day of school. The content of the meeting will include but not be limited to: opening day procedures, first-day lesson plans, first weekly lesson plans, review of teacher handbook, student handbook, and policies and administrative guidelines. The session will also be a time for open dialogue between the new teacher and mentor to address questions or concerns.
3. If the new teacher is hired during the school year, alternate orientation arrangements will be made.
4. The mentor and mentee will meet weekly throughout the academic year. During these meetings, the mentor will review the mentee's weekly lesson plans and the ongoing record of evidence.
5. Quarterly meetings will be scheduled and conducted between the building principal, mentor, and mentee. The record of evidence will be reviewed at that time and questions will be answered. Goals that were established at the onset of the program will be reviewed at each meeting.
6. Professional development training sessions will be coordinated district-wide for continuing education. As available, sessions may be scheduled through the Intermediate Unit 9.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

1. Ongoing assessment of the induction program will take place through weekly meetings between the mentor and the mentee.
2. Updates will take place quarterly between the mentor, mentee, and the building principal.
3. The record of evidence of activities (ie. checklist, running record/log) will be available for review at any time for the building administration.
4. The Induction Program report form will be maintained by the mentee, signatures obtained, and submitted to the superintendent's office.
5. A written progress report will be developed by the mentor four times during the calendar year to be reviewed at the quarterly meetings.
6. The mentee will be responsible for collecting and compiling data to be housed in a portfolio which documents and demonstrates evidence of professional growth and learning

for the year long mentorship program. Four category titles will be the focus area for this portfolio which align with the semi-annual evaluation report. All four focus areas will be supported with documentation. These focus areas are as follows:

- Planning and preparation
 - Classroom environment
 - Instructional delivery
 - Professionalism
7. The portfolio will be reviewed by the building principal and will be completed with the assistance of the mentor. Details of the expectations for the project will be outlined in a handout provided to the mentee at the first meeting with the mentor.

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: **147**

Identification Method

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

The CASD utilizes the Discrepancy Model in identifying students with Specific Learning Disabilities. Prior to the School Psychologist and Evaluation Team Members making a recommendation for SLD, the CASD Child Study Team has met and reviewed data numerous times from the Response to Instruction and Intervention Model currently implemented. The **CASD Child Study Team Process**

has been revised over the 2017 and 2018 school years. A Three Phase process has been developed which accumulates RtII data from interventions conducted in the areas of academics and behavior over the entire school year. Any student with needs not being met through Tiers I and II, move onto Tier three and progress through the five step Child Study Team Process.

Step One:

The classroom teacher completes the Child Study Team Referral Record and submits it to the school counselor at least ten (10) days prior to the meeting.

The school counselor places the student's name on the monthly meeting agenda. The school counselor sets the agenda, determines the team membership, notifies team members regarding agenda, and invites the parent. The nurse should review the list of students and provide information to the counselor or plan to attend the meeting, if necessary.

Step Two:

The team meets. The school counselor chairs the meetings. A record keeper will be designated at the meeting to complete the Intervention Plan form (attached). The school counselor is responsible for bringing the student's permanent record and health records for reference. The teacher is responsible for presenting information relevant to the student's work, grades, information about the student's educational performance, i.e., instructional levels, progress on the benchmarks, learning strengths, areas of need, etc. The Title I teacher/other service providers share assessment information about the student and information about the student's response to the intervention previously provided.

The teacher presents data about the student that includes:

- Classroom teacher and/or Title I remarks
- Overview of academics
- Overview of behaviors (A systematic observation is required for students with behavior concerns. The school counselor, psychologist, or designee can complete the observation prior to the intervention meeting.
- Overview of interventions implemented
- Information about how the teacher has worked with the parent to address the classroom concerns

The team discusses the data to identify the area(s) of concern and develops strategies to support the child. The intervention plan is outlined on the Intervention Plan form by the recorder. The responsibilities of the team members are outlined in the intervention plan. The team designates who will collect data, who will monitor the progress, and how progress will be monitored. The team will establish a date to review the student's progress.

Step Three:

The intervention plan is implemented for a period of 4 – 6 weeks.

Step Four:

After the predetermined period of time, the team decides, based upon the data, how to proceed. The team may decide to continue the current intervention or discontinue due to the goal being met. The team may decide to revise the current intervention.

Step Five:

If the team determines that the interventions are not meeting the child's need, the team considers whether an evaluation is necessary to determine whether the child may be eligible for special education support and services. Parents are contacted (if not already involved) and informed about the referral for evaluation. Permission to evaluate consent form is sent to the parent.

During the Evaluation Process

, a variety of assessments are used to assess the student's cognitive and achievement levels. Age appropriate testing materials are used for assessments (WISC IV, WIAT II, CBA assessments). Additional information is generated through observations in classroom settings, information is also gathered to review the two inclusionary and two exclusionary considerations. (Inclusionary - Failure to meet age-grade level state standards in any of eight areas, and discrepancy pattern of strengths and weaknesses relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement) (Exclusionary - Rule out vision, hearing or mental retardation, emotional disturbance, cultural and/or environmental issues and limited English proficiency, rule out lack of instruction by documenting appropriate instruction by qualified personnel and repeated assessments.

The above information is compiled and put into the ER format prior to the MDT meeting. An Invitation to Participate is completed and delivered to team members. Team members invited to the MDT meeting include principal, guidance counselor, school psychologist, parent, classroom teacher and any additional persons who have knowledge of the student that is relevant to the student's education and evaluation.

At the meeting the information already in the format is read and reviewed, changing, clarifying or adding information as deemed appropriate. If the child is suspected of having a learning disability the 10 questions regarding LD are discussed and addressed. Based on the information generated and data collected, the team then discusses the developmental needs of the child and discusses whether any assessments that were conducted were changed from standardized conditions. These are then documented as part of the report. The team then summarizes the information that has been presented including how the varied assessments and observations relate to the child's educational performance.

Next the team discusses whether the child is a student with a disability and if there is a need for specially designed instruction. The school psychologist will review the various disability categories related to Chapter 14 if needed. It is noted that a child may have a disability and not need specially designed instruction, and also that a student may need to have differing instruction and not have a disability. These students are not determined to be eligible students.

Based on all of the information the team develops recommendations for the student. The Evaluation Report is completed during the meeting and all recommendations are read to the team, ensuring appropriate wording and understanding by the team members. At

that time a signature page is circulated for signatures of the team members. If the child was thought to be a student with a learning disability (whether or not it was determined to be so) all team members are asked to indicate whether or not they agree with the team findings.

Team members are made aware that if they do not agree to the ER, they may submit their dissent in writing and it would be attached to the report. The signature page is dated as to when a copy of the report is given to the parent. In the majority of the cases, it is the same date as the meeting.

In cases where the parent was unable to attend the meeting and requested that the meeting be held without them, parent information is obtained, considered by the team and included in the report. The report is sent to the parent for their review.

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>

The CASD is pleased to recognize that the **Special Education Data Report for School Year 2017-2018**

shows the District LRE percentage to actually be slightly higher than that of the State's for the first time! The CASD LRE percentage of 63.2% is 1.2% higher than the State. This is reflective of a great deal of effort that has been put in since the last Special Education Plan was written, particularly in the area of **Inclusion with Supplementary Aids and/or Services**.

Of the four component areas of the SaS Toolkit, the CASD has seen the most growth in the areas of Collaboration and Social-Behavioral. Improved Collaboration has been seen with the revitalization of the old Instructional Support Team process in generating the new **Child Study Team**, and the implementation of a **School-wide Postive Behavior Support System – Falcon Four!**

The CASD is pleased to report that SPP Data over the past five years continues to show the CASD Percent Special Education similar to that of the State, that is, no statistically significant differences. Unfortunately, the CASD does continue to have a higher percentage of students with **Intellectual Disabilities**

, while celebrating a much lower percentage of students with **Specific Learning Disabilities**

(as compared to the state).

The CASD does plan to take advantage of the Regional Training: **2019-20 MTSS Series:**

Enhancing Early Literacy

Outcomes, along wonderful web-based resources such as the **PaTTAN Live Binders**, providing information on improving:

- Early Literacy Outcomes within Tiered Systems
- Student Engagement through Integrated Tiered Systems
- Writing Outcomes with Tiered Systems
- Math Outcomes with Tiered Systems
- Middle School Literacy Outcomes

Non-Resident Students Oversight

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

The CASD ensures that the Jr/Sr High Principal and District Superintendent attend bimonthly meetings of the Potter County **Criminal Justice Advisory Board**

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

The Annual Public Notice

is updated each year within the PCJ, and CASD administrators are in regular communication with PCJ staff. The last time a school-age student was housed within the facility (2010), the **CASD acted as LEA**

and a teacher was assigned to provide specially-designed instruction within the PCJ.

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 CASD notes that while there are no residential student facilities located within the

district, the CASD would work cooperatively with the sending districts to ensure FAPE. As the host district, we would enroll students in our public school programs that are appropriate to meet the students' needs. We would include residential school personnel in necessary meetings regarding the student, and we would ensure the provision of all services and programs necessary to ensure FAPE. If revisions or new information is needed regarding special education programming, new evaluations or revisions would be made. If additional support or consultative services are needed, the CASD would reach out to our local IU.

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 CASD continues its relationship with the Potter County Jail as its LEA representative. The CASD provides a continuum of services for students with disabilities, including those at the Potter County jail, located in Coudersport, PA. Bimonthly meetings throughout the year ensure the CASD will inform PCJ of student rights when incarcerated. The CASD will provide

an Annual Public Notice

which will detail student rights, resources for students/families, and representatives of students who are seeking appropriate educational programming. The annual public notice is posted at the PCJ and reviewed annually. Students who are incarcerated with an IEP or thought to be in need of services will first be enrolled at the CASD. A review of records will be conducted, along with any concerns for evaluation or revisions to a current IEP. A meeting will be immediately scheduled to provide programs and/or services. If the student has a current IEP, then an IEP meeting will be held, and if any, appropriate changes will be made. Once agreed to by all invited parties, the IEP and NOREP will be completed and signed. All services for students with an IEP will be provided at the jail. Students in need of an evaluation will follow the procedure as outlined in the annual public notice. The process will first require a PTE and then begin the MDE. Appropriate timelines and procedures will follow. Students with IEPs needing annual review or re-evaluation will follow state and federal guidelines.

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.

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Of the four component areas of the SaS Toolkit, the CASD has seen the most growth in the areas of Collaboration and Social-Behavioral. Improved Collaboration has been seen with the revitalization of the old Instructional Support Team process in generating the new **Child Study Team**

, and the implementation of a **School-wide Positive Behavior Support System – Falcon Four!**

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, while celebrating a much lower percentage of students with **Specific Learning Disabilities**

(as compared to the state).

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.)

The CASD does plan to take advantage of the Regional Training: **2018-19 MTSS Series: Enhancing Early Literacy**

Outcomes. The CASD will be sending a team of staff, to participate in all six days of the training. Topics to be covered include:

- MTSS Theoretical Framework and Big Five
- Enhancing Core Reading
- Intensifying Instruction: more Explicit and Systematic
- Diagnosing, Preventing and Treating a Continuum of Language-Based Deficiencies
- Introduction to ROI
- Differentiating Instruction
- RTI Methodologies
- Follow-up meetings

The CASD continues its collaboration with **PaTTAN's Autism Initiative**, the work was begun in the 2012-2013 school year and continues today. The elementary program has evolved into a **Model Classroom**, with the teacher from that program now supporting **Verbal Behavior Intensive Teaching interventions** in the high school. **Project Max** resources and techniques have been integrated into the secondary Life Skills Support Program and the high school as a whole.

Wonderful web-based resources will be utilized as well, for example: the **PaTTAN Live Binders**

, providing information on improving:

- Early Literacy Outcomes within Tiered Systems
- Student Engagement through Integrated Tiered Systems
- Writing Outcomes with Tiered Systems
- Math Outcomes with Tiered Systems
- Middle School Literacy Outcomes

The Intermediate Unit Nine provides a number of trainings throughout the year, which allows the CASD to stay current on PDE/BSE trends and initiatives:

- Trauma Sensitive School Training
- School-wide Positive Behavior Support
- Assistive Technology
- MTSS – Behavior, Literacy, Math
- Secondary Transition
- Inclusive Practices/LRE
- Autism

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 CASD is pleased to recognize that the **Special Education Data Report for School Year 2017-2018**

shows the District LRE percentage to actually be slightly higher than that of the State's for the first time! The CASD LRE percentage of 63.2% is 1.2% higher than the State. This is reflective of a great deal of effort that has been put in since the last Special Education Plan was written, particularly in the area of **Inclusion with Supplementary Aids and/or Services**.

At this time, the only students not accessing their school-age programs in either the elementary or secondary schools, are either on homebound, home schooling, or instruction in the home. Students requiring more intensive, specialized programs (Intensive Out-patient, secondary ES) access them through programs provided by the local Intermediate Unit Nine. CASD representatives are present in person, or via phone, for all meetings for students not served directly on site. The IOP programs, both Child and Adolescent, are actually housed in Coudersport, so CASD is the site for LRE activities when students in the IOP programs are ready.

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.

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

Our elementary school has been formally associated with the Pa-PBS Network since the 2012-13 school year. As part of that affiliation our team developed school wide expectations and an student acknowledgment system to strengthen students' positive behavior. Our elementary school collects and examines office discipline and other data to monitor the effectiveness of our Tier 1 interventions and supports. During the 2013-14 school year our a team of high school teachers attended Pa-PBS Network trainings to guide implementation of school wide positive behavior support. While the high school is not affiliated with the Pa-PBS Network; the team did develop a set of school wide expectations and an acknowledgment system for our high school students. In addition, to both formal and informal teaching of our schools' school wide expectations, the school discipline code is clearly communicated to students by staff and administration.

Our district contracts with the local Intermediate Unit for all School Psychological services. The psychologist is available to consult with school teams at all levels of behavior support. The psychologist takes the lead in facilitating the FBA process and assists in the development of behavior plans.

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.

Our school uses the Safety Care curriculum as the theoretical basis of our efforts to de-escalate students experiencing behavioral crisis. All special education contracted employees from Seneca Highlands Intermediate Unit 9 are certified as Safety Care Specialists within their first year of employment. The district has identified selected staff members who are also trained as Safety Care Specialists.

3. If the district also has School-Based Behavioral Health Services, please discuss it.

Our district works closely with local behavioral health providers to support provision of School Based Behavioral Health Services. Additionally, the school psychologist is able to provide individual counseling to students as determined by the IEP team. Our contracts with Dickinson Center, Inc. and Seneca Highlands IU9 allows us to support regional Children's and Adolescent Outpatient Programs which provides services both on and off campus. Furthermore, Coudersport Area School District in conjunction with Potter County Human Services employs an Intensive Case Manager to assist with the provision of School Based Behavioral Health Services within the district.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.

Child and Adolescent Service System Program (CASSP) is a program that coordinates and facilitates mental health services for children and adolescents. The team consists of: Mental Health/Intellectual Disability Programs, Juvenile Probation Office, Intermediate Unit #9, Children and Youth Services, Beacon Light Behavioral Health Systems, Dickinson Center, Cen-Clear Behavioral Health Services, Community Care Behavioral Health, and appropriate school districts.

Our school district does coordinate with the local CASSP team members and has outlined an appropriate referral process with the county mental health/Intellectual Disability Programs CASSP coordinators. Within this process our district does attend CASSP meetings for our students and provide current information for the CASSP team to recommend appropriate program services and supports.

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.

Coudersport Area School District is committed to provide transition planning for all students with disabilities beginning at the age of 14 or younger if recommended by the IEP team. Transition planning involves post-school outcomes in the following three areas: postsecondary education/training, employment and independent living. As part of the IEP process, post-school student outcomes are addressed and transition services and activities related to individual postsecondary goals are identified.

Our district coordinates with the Seneca Highlands IU9 Transition Consultant to provide Transition Planning and Review Meetings with all tenth grade students receiving Special Education services. These planning meetings are held on an annual basis and parent participation, agency coordination, and student engagement is encouraged as part of the secondary transition process.

The Coudersport Area School District did participate in the successful completion of Indicator 13: Individual Checklist Review Training with secondary staff during the 2015-2016 school year. This training provided staff with the knowledge necessary to develop an effective, high-quality secondary transition program and implement meaningful data-driven Individualized Education Plans for students. Our secondary special education teachers also participated in the Seneca Highlands Intermediate Unit 9 Training titled Writing Measurable Annual Goals for Best Practices in Secondary Transition during the 2016-17 school year.

3. Discuss any expansion of the continuum of services planned during the life of this plan
In order to further support high quality transition plans as part of the IEP process, our school district will continue to work with the Seneca Highlands Intermediate Unit 9 Transition Consultant and guidance from the Pennsylvania Training and Technical Network (PaTTAN). We intend to participate and successfully complete the Indicator 13: Effective Transition Practices Training with all appropriate secondary staff involved in the transition process.

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
Potter County Jail	Incarcerated	Coudersport Area School District	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Austin School District	Neighboring School Districts	Emotional Support	2
Sarah A. Reed Children's Center	Other	Emotional Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	50	1
Justification: Students receiving speech are instructed in small groups within their age range.				
Locations:				
Coudersport Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: June 1, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 12	3	1
Justification: The IEP team addressed the age range variance in the individual student's IEP and determined that the student will be instructed individually or in small groups within the accepted age range.				
Locations:				
Coudersport Elementary	An Elementary	A building in which General		

School	School Building	Education programs are operated		
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Program Position #3 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	9	0.5
Justification: The IEP team addressed the age range variance and determined that the student would be instructed individually or in a small group within the accepted age range.				
Locations:				
Coudersport 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%)	Learning Support	7 to 10	7	0.5
Locations:				
Coudersport Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	7	0.6
Locations:				
Coudersport 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%)	Learning Support	11 to 12	5	0.4
Locations:				
Coudersport Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 12	10	0.7
Justification: Students are instructed individually or in small groups within the accepted age range.				
Locations:				
Coudersport Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: June 1, 2019

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 6	1	0.3
Locations:				
Coudersport 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%)	Autistic Support	5 to 5	1	0.7
Locations:				
Coudersport Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	11	0.3
Locations:				
Coudersport High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	9	0.7
Locations:				
Coudersport High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION*Type: Class**Implementation Date: June 1, 2019***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	25	0.7
Locations:				
Coudersport High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	3	0.3
Locations:				
Coudersport High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program*Operator: Intermediate Unit***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: June 1, 2019***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 17	13	0.7
Justification: IEP teams determined that individual students out of the age range are instructed individually or in small groups within the accepted age range.				
Locations:				
Coudersport Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	16 to 16	1	0.15
Locations:				
Coudersport Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	15 to 15	1	0.15
Locations:				
Coudersport Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program*Operator: Intermediate Unit***PROPOSED PROGRAM INFORMATION***Type: Position*

Implementation Date: July 1, 2015

Explain any unchecked boxes for facilities questions: This is a speech and language support classroom where students leave their classroom to meet with the teacher. As mentioned above, this is an itinerant service and is not a true classroom. The teacher meets with students in the student services area of our school.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 18	12	1
Justification: Our high school programs begin at 7th grade which is usually 12 or 13 years of age.				
Locations:				
Coudersport Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

Explain any unchecked boxes for facilities questions: The service is an itinerant service whereby the student leaves his/her classroom to meet with the specialist. This is not a classroom setting but a one-on-one support setting. The provider meets with the student in the office area of the school.

PROGRAM SEGMENTS

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

Program Position #13 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: December 4, 2018

Explain any unchecked boxes for facilities questions: This is not a new classroom, rather, a Kindergarten has been found in need of Hearing Support Services.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 6	1	1
Locations:				
Coudersport Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
All Services Contracted through the IU9	Smethport	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Psychologist	Intermediate Unit	3 Days
Supervisor of Special Education	Intermediate Unit	3 Days
Behavior Support	Intermediate Unit	2 Days
Transition Coordinator	Intermediate Unit	0.25 Days
Reading (RtI)	Intermediate Unit	0.25 Days
Community Based Vocational Coordinator	Area Vocational Technical Schools	0.25 Days
Autistic Support Paraeducator Elementary	Intermediate Unit	5 Days
Autistic Support Paraeducator Elementary	Intermediate Unit	5 Days
Autistic Support Paraeducator Elementary	Intermediate Unit	5 Days
Autistic Support Paraeducator Elementary	Intermediate Unit	3.5 Days
Emotional Support Paraeducator	Intermediate Unit	5 Days
Emotional Support Paraeducator	Intermediate Unit	5 Days
Life Skills Paraeducator Elementary	Intermediate Unit	5 Days
Life Skills Paraeducator Elementary	Intermediate Unit	2.5 Days
Occupational Therapy	Intermediate Unit	9 Hours
Occupational Therapy	Outside Contractor	3 Days
Physical Therapy	Intermediate Unit	1.5 Hours
Physical Therapy	Outside Contractor	1 Days
Life Skills Paraeducator Elementary	Intermediate Unit	5 Days
Life Skills Paraeducator Secondary	Intermediate Unit	5 Days
Life Skills Paraeducator Secondary	Intermediate Unit	5 Days
Life Skills Paraeducator Secondary	Intermediate Unit	5 Days
Life Skills Paraeducator Secondary	Intermediate Unit	5 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:

The patterns that exist between the Elementary School and High School include the development and implementation of school wide positive behavior programs to affect school climate, attention to increasing our student 's math achievement, and a commitment to do our best each and every day.

The major concerns we have are curriculum alignment, addressing student mental health/behavioral health needs before crisis, and the ever-changing requirements given to us by the Federal and State Government.

The biggest piece of information that we still need to assess is the budget. We have our budget in place but it is very difficult to plan for the future when we do not know what the state is doing in regards to a new basic education subsidy formula.

District Accomplishments

Accomplishment #1:

In the past year, the district has bid out our bus transportation contract and has negotiated a new five year agreement with a vendor to provide all bus services at a competitive price as compared to other districts in our area. The district also signed a new van transportation contract which saved the district \$8,000 per year over the previous vendor.

The district has implemented a less expensive Qualified High Deductible Health Insurance plan within the district to the teaching and administration staff. In conjunction with this new insurance program, the district has provided and funded a portion of health savings accounts for each of the participating employees.

In addition to actively managing our general funds for operating needs, the district's capital expenditure fund has been used to update our internal communication system within the high school building. In conjunction with the safety grant received from the Commonwealth to install a new control panel for our load speaker/bell/clock system, the district spent an additional \$28,000 to upgrade the connected phone system. A second capital project was completed over the summer to

remove two buildings no longer used in our vocational educational program while a third building foundation was rebuilt for a refurbished greenhouse for the program. As part of this second project, the rear entrance to the school used for most sports and musical activities was upgraded to better provide for handicap access to the building.

Accomplishment #2:

The School District Policy Manual had all school board policies updated between May of 2017 to June 2018 in consultation with the PSBA - PA School Boards Association. Many administrative regulations, forms, plans, resources, and procedures were developed and/or updated for efficiency, consistency, and legal purposes. Policies are now provided on the school district website. Administrative regulations, forms, resources, etc. in alignment with school board policies are now available on an all staff member shared drive called SuperResources. The district believes that by having these documents in writing, it guards against faulty recollections and unreasonable expectations. With this, the district has become more transparent in its actions related to policies, procedures, administration regulations, and guidelines.

Accomplishment #3:

The school district's All Hazards Plan was created in alignment with the PDE/PEMA toolkit in September of 2017 and was updated in January 2019. The plan now is fully functional and operational by including sections for Prevention & Mitigation, Preparedness, Response, and Recovery. Additionally, a Crisis Response Handbook was created in the fall of 2018 to be displayed in each room of the district and is updated annually. The School Safety and Security Committee is composed of local emergency responders, school administrators and teachers who meet regularly to discuss action planning, table-top exercises, and community collaboration and coordination. The Employee Workplace Safety Committee meets monthly and updates the All Hazards Plan annually and approves and updates as necessary the Employee Safety Handbook. A new phone, PA, and clock system was installed at the high school in the summer of 2019 to improve student safety and communications. The district participated in an RVAT - Risk and Vulnerability Assessment by the PA State Police in April of 2019. Assuring all federal, state, and local mandates and best-practices regarding school safety and security remain a top priority for the superintendent. The school received the Safe School Targeted Equipment grant in 2019.

Accomplishment #4:

The school district developed a Junior High Course Guide in fall the of 2017 and it is updated and approved annually by the school board.

Accomplishment #5:

The district created a Curriculum Review Cycle (105.D1) as a three-year phasing process in January of 2019 so that all curriculum maps can be written and approved by the school board. Additionally, a School-Wide Systems of Support as a Response to Instruction and Intervention (100.R1) model

diagram was developed in November of 2018 to identify the district's Tier 1, 2, and 3 academic and behavior supports.

Accomplishment #6:

The district installed two SMART Labs in the summer of 2017, one at the elementary school at a cost of \$154,543 and one at the Jr/Sr High School at a cost of \$176,634. Five teachers were trained over the summer of 2017 and three teachers attended training in Colorado over the summer of 2018. SMART Lab education was provided at the Junior HS for SY 2017-18 and 2018-19 by a science and social studies teacher in addition to a biology and gifted teacher. In SY 2019-20, a full-time, dedicated teacher began delivering SMART Lab education at the HS. At the elementary school, a full-time, dedicated teacher was assigned to deliver the content from the initiation of the program. Three teachers attended an ASSET professional development opportunity in the fall of 2017 at CAHS. This was a Foundations of Inquiry-based Teaching and Learning opportunity provided free of charge by the Shell Corporation. Five teachers, lead by the director of curriculum attended the Carnegie STEM Excellence Pathway training at IU9 between January 2017 and the fall of 2018 to develop a strategic process for STEM implementation at our schools to include Emerging, Progressing and Advancing workshops. The program was designed by educators to help schools evaluate their current offerings in STEM, identify key priority areas to improve and create an Action Plan towards improvement. The HS SMART Lab teacher attended intensive STEM lab trainings the summer of 2019 in Oklahoma and Harrisburg, PA. IU9 offers a STEM Lending Library and training opportunities for all participating schools. The Potter County Education Council collaborated with the Coudersport School District to host its first STEM Summer Camp in 2019 to promote additional interest in this area.

Accomplishment #7:

The district provides on site a Life Skills Support (LSS) program as part of the IU9 consortium. This elevates the need for our student to be bussed to other local school districts for participation in the program.

Accomplishment #8:

The School Board added a teaching position for the purpose of adding Title I Math at the Elementary School in SY 2018-19 and for SY 2019-20 is seeking to fill the vacated librarian position at the High School.

District Concerns

Concern #1:

The proficiency level on the 2018 PSSA Math is at 36.9% and the state average is 42.0%.

The proficiency level on the 2018 Spring Keystone Algebra for first time testers is 38.1% and the state average is 51.1%.

Drop in Math Performance – The 2018 PSSA results for third graders in math was significantly lower than the 2017 PSSA results for third graders.

PSSA Math – Our students' PSSA Math scores are generally lower than their PSSA ELA scores. That discrepancy is seen in both their straight scores and their scores relative to the state average scores.

Concern #2:

Students reported high early initiation of alcohol as well as high rates of binge drinking alcohol on the 2017 PAYS Survey. Additionally, high rates of mental health concerns were reported: feeling depressed or sad most days in the past 12 months, not feeling good at all, inclined to think of self as a failure, and self-harming behaviors. The most concerning data is that 19.2% of the 8th graders considered suicide when the state average is 16.2%. 21 students were referred to the Elementary School's SAP Program in SY 2017-18. With 20 of those students recommended for either a behavioral health or mental health screening, all 20 screened were recommended to receive one-to-one mental health services with a liaison.

Concern #3:

On the 2018 Senior Exit Survey, 30% of the respondents did not respond using "excellent" or "good" as being prepared for the transition to college, the workplace, or the military.

Concern #4:

Inability to attract and hire certified secondary school teachers in "hard to fill" content area subjects such as science, math, and library.

Prioritized Systemic Challenges

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

Aligned Concerns:

The proficiency level on the 2018 PSSA Math is at 36.9% and the state average is 42.0%.

The proficiency level on the 2018 Spring Keystone Algebra for first time testers is 38.1% and the state average is 51.1%.

Drop in Math Performance – The 2018 PSSA results for third graders in math was significantly lower than the 2017 PSSA results for third graders.

PSSA Math – Our students' PSSA Math scores are generally lower than their PSSA ELA scores. That discrepancy is seen in both their straight scores and their scores relative to the state average scores.

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

Aligned Concerns:

The proficiency level on the 2018 PSSA Math is at 36.9% and the state average is 42.0%.

The proficiency level on the 2018 Spring Keystone Algebra for first time testers is 38.1% and the state average is 51.1%.

Drop in Math Performance – The 2018 PSSA results for third graders in math was significantly lower than the 2017 PSSA results for third graders.

PSSA Math – Our students' PSSA Math scores are generally lower than their PSSA ELA scores. That discrepancy is seen in both their straight scores and their scores relative to the state average scores.

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

Aligned Concerns:

The proficiency level on the 2018 PSSA Math is at 36.9% and the state average is 42.0%.

The proficiency level on the 2018 Spring Keystone Algebra for first time testers is 38.1% and the state average is 51.1%.

Drop in Math Performance – The 2018 PSSA results for third graders in math was significantly lower than the 2017 PSSA results for third graders.

PSSA Math – Our students' PSSA Math scores are generally lower than their PSSA ELA scores. That discrepancy is seen in both their straight scores and their scores relative to the state average scores.

Systemic Challenge #4 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

The proficiency level on the 2018 PSSA Math is at 36.9% and the state average is 42.0%.

The proficiency level on the 2018 Spring Keystone Algebra for first time testers is 38.1% and the state average is 51.1%.

Drop in Math Performance – The 2018 PSSA results for third graders in math was significantly lower than the 2017 PSSA results for third graders.

PSSA Math – Our students' PSSA Math scores are generally lower than their PSSA ELA scores. That discrepancy is seen in both their straight scores and their scores relative to the state average scores.

Systemic Challenge #5 (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive

school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

Students reported high early initiation of alcohol as well as high rates of binge drinking alcohol on the 2017 PAYS Survey. Additionally, high rates of mental health concerns were reported: feeling depressed or sad most days in the past 12 months, not feeling good at all, inclined to think of self as a failure, and self-harming behaviors. The most concerning data is that 19.2% of the 8th graders considered suicide when the state average is 16.2%. 21 students were referred to the Elementary School's SAP Program in SY 2017-18. With 20 of those students recommended for either a behavioral health or mental health screening, all 20 screened were recommended to receive one-to-one mental health services with a liaison.

On the 2018 Senior Exit Survey, 30% of the respondents did not respond using "excellent" or "good" as being prepared for the transition to college, the workplace, or the military.

Systemic Challenge #6 (*Guiding Question #12*) Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

Aligned Concerns:

Inability to attract and hire certified secondary school teachers in "hard to fill" content area subjects such as science, math, and library.

District Level Plan

Action Plans

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

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: SAS, online curriculum mapping warehouse, course/registration guides, lesson plans

Specific Targets: Performance

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

Implementation Steps:

Whole Faculty Review

Description:

The whole faculty reviews completed curriculum maps looking for any gaps in content and skills and for redundancies, examining in particular the information within grade levels and across grade level maps. When revisions are needed, some changes can be made immediately; others will require long-term research and development.

Start Date: 7/1/2020 **End Date:** 6/30/2023

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

Supported Strategies: None selected

*Understanding/Utilization of SAS Portal***Description:**

District teachers will increase their understanding and utilization of the Standards Aligned System as a means to improve student achievement. Professional Development trainings will be provided by the Intermediate Unit 9 or the Director of Curriculum, Instruction, and Assessment highlighting the six elements that impact the success of students: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, and Safe & Supportive Schools.

Start Date: 7/1/2020 **End Date:** 6/30/2021

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

Supported Strategies: None selected

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

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: Professional Development, Walk Throughs, Classroom Observations, Growth Plans, PA-ETEP

Specific Targets: Performance

Strategies:

Professional Development

Description:

Professional Development is used in reference to a wide variety of specialized training, formal education, or advanced professional learning and is intended to help educators improve their professional knowledge, competency, skill, and effectiveness.

SAS Alignment: Instruction

Implementation Steps:

Virtual GoMath! Coaching Sessions

Description:

Virtual coaching sessions will be provided to all Math teachers to support/enrich their understanding/implementation of the GoMath! Program (grades K-8). This program allows teachers to meet the individual needs of students through opportunities to differentiate instruction and assign personalized practice.

Start Date: 7/1/2020 **End Date:** 6/30/2021

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

Supported Strategies: None selected

Stakeholder Involvement

Description:

The Comprehensive Planning Committee would like to see increased involvement of all stakeholders via newsletter updates regarding GoMath! on-line resources, Title Math and STEM rotations at the high school level, a school-wide Math incentive program, guest speakers/field trips (i.e., real-world connections), and Family STEAM Night.

Start Date: 7/1/2020 **End Date:** 6/30/2021

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

Supported Strategies: None selected

Goal #3: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Interim

Data Source: STAR Math, 4Sights, CDTs, PSSAs, Keystone Exams, lesson plans

Specific Targets: performance

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_0929_09.pdf)

SAS Alignment: Assessment

Implementation Steps:

Adoption/Implementation of Universal Screener for Math

Description:

The district will preview, adopt, and implement a Universal Screener for Math as a means to identify or predict students who may be at risk for poor learning outcomes. This brief assessment will be administered to all students at each grade level (K-8) and then followed by direct instruction, additional practice, and short-term progress monitoring to support student growth.

Start Date: 7/1/2020 **End Date:** 6/30/2021

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

Supported Strategies: None selected

Goal #4: Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: Attendance data, PAYS Survey, Senior Exit Survey

Specific Targets: Perceptual and Contextual

Strategies:*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

Implementation Steps:*Too Good for Drugs and Too Good for Violence Programs***Description:**

The program was approved at the September 9, 2019 School Board Meeting for implementation purposes. Pre and Post-test assessment data will be used to determine level of effectiveness.

Start Date: 7/1/2020 **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

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

*School, Family, and Community Communications***Description:**

The Comprehensive Planning Committee would like to see parenting classes offered, broadened use of social media in an effort to increase parent communications (such as Facebook), require community service as a graduation requirement, improved communications with high school parents, conducting annual grade level parent meetings, consider providing a full time social worker in our schools, and implementing a mentoring program for all students. Additionally, the Comprehensive Planning Committee would like to see school accomplishments recognized more so in the local newspaper and posted to the district website. Finally,

adding a "kindness initiative" at the Jr/Sr high school would benefit a positive school climate.

Start Date: 7/1/2020 **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies: None selected

Portrait of a Graduate

Description:

Develop a Portrait of a Graduate using EdLeader21 and update graduation requirements for alignment with Senate Bill 1095.

Start Date: 7/1/2020 **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies: None selected

Goal #5: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Interim

Data Source: Attendance, CDTs, PSSA/Keystones, state assessment remediation data, universal screening data, grades, discipline, graduation rates, lesson plans

Specific Targets: performance

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: Instruction, Materials & Resources

*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

Implementation Steps:*Middle School Afterschool Program***Description:**

Develop an afterschool program for middle school struggling, at-risk students.

Start Date: 7/1/2020 **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

- After School Programs

MTSS PSWBS Program

Description:

Members of the Comprehensive Planning Committee would like to see a broadened use of positive rewards at the Jr/Sr HS and tiers relevant to the PSWBS model at the ES school. A Jr/Sr HS MTSS PSWBS Program is being developed and will be implemented by the School Leadership Team by obtaining training provided by the Intermediate Unit 9.

Start Date: 7/1/2020 **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- Dropout Prevention Expansion

New initiatives for supporting students at-risk

Description:

The Comprehensive Planning Committee would like to see: financial literacy/handling of money as a required course, job shadowing, and a Take Your Child to Work program.

Start Date: 7/1/2020 **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- Dropout Prevention Expansion

Goal #6: Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

Indicators of Effectiveness:

Type: Interim

Data Source: Asking applicants why they applied, graduate survey

Specific Targets: perceptual and contextual

Strategies:

Employment Awareness

Description:

Assure CASD as the 11th largest employer in Potter county is embedded into the Career Awareness activities of Chapter 339.

SAS Alignment: Materials & Resources

Implementation Steps:

New School District Website

Description:

Purchase and have installed an updated school district website so that the view is more competitive and comparable to other school districts.

Start Date: 7/1/2022 **End Date:** 6/30/2023

Program Area(s): Professional Education

Supported Strategies:

- Employment Awareness

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 for a minimum of 28 days.

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

Affirmed by Jacqueline Canter on 10/7/2019

Board President

Affirmed by Jacqueline Canter on 10/7/2019

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 Russ Streich on 4/29/2019

Board President

Affirmed by Jacqueline Canter on 4/29/2019

Superintendent/Chief Executive Officer