

Union SD

District Level Plan

07/01/2016 - 06/30/2019

District Profile

Demographics

354 Baker Street, Ste 2
Rimersburg, PA 16248
(814)473-6311
Superintendent: Jean McCleary
Director of Special Education: Brad Seybert

Planning Process

The Union School District Administration asked staff members to volunteer as well as solicited parents and community members to provide information for the various sections of the plan. The district managed to secure a cross section of representation. The Comprehensive Plan process was a learning experience with all committee members contributing to the various sections of the plan.

Select committee members participated in a workshop training on the online CP tool at the Riverview IU #6. Committee members met on different occasions to discuss the responsibilities of each section and the entering of data. It was interesting completing the comprehensive plan. By completing the plan as a team, members of the committee were able to reveal the strengths of the district and also the areas for improvement. The administration was able to commit to items knowing they would be responsible for the implementation of the programs, goals and strategies to achieve them.

The process was "revealing" as far as the improvements made over the course of several years under the leadership of the administration that has taken a greater responsibility for the district. The final product reflects the dedication and work of those involved and with the best interest of the students in mind.

Mission Statement

The mission of the Union School District, in harmony with our community, is to educate and empower students to become continuous learners in an environment which ensures that each student gains knowledge and skills, self-motivation and related positive attitudes necessary to compete equitably with peers locally and globally towards meaningful and productive lives.

Vision Statement

All students will be provided the necessary information, materials and technology to be competitive and successful in a local and global society.

Shared Values

The Union School District considers successful people have common characteristics and values. The following are characteristics and values of successful people:

- * **Scholarship** - Possession of knowledge gained by study; quality of learning and knowledge.
- * **Service** - Conduct that is useful and helpful to others.
- * **Leadership** - Ability to lead, guide or direct others.
- * **Character** - All the qualities or features possessed dealing with moral strength, weakness or reputation.
 - * Trustworthiness - They keep promises, fulfill commitments, and abide by the spirit as well the letter of an agreement.
 - * Loyalty - They support friends and their profession in good times and bad times on the basis of positive values.
 - * Respect - They treat other people fairly, with tolerance, acceptance, and equity.
 - * Compassion - They show compassion for the well being of others and their environment through acts of caring, generosity, kindness and service.
 - * Citizenship - They contribute to the well being of their communities (both locally and globally) as responsible citizens acting in positive and creative ways.
 - * Work Ethic - They strive for excellence, taking pride in their work, always giving their best efforts, persevering in spite of adversities, reflecting on the results of their efforts and applying what they have learned to their endeavors.
 - * Integrity - They understand, consider and respect the impact and consequences of personal actions and decisions.

(A modification of the "University Values" first identified by the University of Michigan School of Law)

Educational Community

The Union School District makes every effort to identify the value and distinction of each individual student. The district, after considering the needs, has taken steps to make available facilities that will assist children to become all that they can be. The Union School District Board of Education is dedicated to providing an organizational structure designed to meet the requirements of students. The Union School District serves children in grades K-12 from Southern Clarion County. A total of 581 children (third day enrollment 2015-2016) are enrolled in these grades. Elementary education is provided in two buildings. Sligo Elementary encompasses grades Kindergarten - 3 (183 enrollment) and Rimersburg Elementary encompasses grades 4 - 6 (147 enrollment). Secondary education is provided in one building Union Jr/Sr High School encompassing grades 7 - 12 (251 enrollment). The district is in the lower social-economic level as evidenced by its current market value personal income tax ratio of 0.7685. The percentage of students eligible for free or reduced lunches is approximately 58%. The local economy was heavily reliant upon the coal industry, glass

warehouse production and Sealy mattress company. With the non-existent of those industries, the area has experienced loss of income and student population. On the average 84% of the graduating seniors pursue some degree or continued education. As per the Basic Education Funding (BEF) per student Average Daily Membership (ADM) and ranking per ADM the district is ranked third poorest in the Commonwealth of Pennsylvania.

Planning Committee

Name	Role
Melissa Anderson	Ed Specialist - School Counselor : Professional Education
Cindy Culp	Middle School Teacher - Regular Education : Professional Education
Kris Glosser	Ed Specialist - School Psychologist : Professional Education
Brade Guntrum	Board Member : Professional Education
Katie Hibbard	High School Teacher - Special Education : Professional Education
Kristen Hindman	Business Representative : Professional Education
Julie Jordan	Elementary School Teacher - Regular Education : Professional Education
Karen Jordan	Community Representative : Professional Education
Staci Jordan	Parent : Professional Education
Rachel Kindel	Elementary School Teacher - Regular Education : Professional Education
Jean McCleary	Administrator : Professional Education
Deanna McGarrity	Ed Specialist - Other : Professional Education
Josh Meeker	Middle School Teacher - Regular Education : Professional Education
Scott Miller	Middle School Teacher - Regular Education : Professional Education
Thomas Minick	Administrator : Professional Education
Trista Minick	Parent : Professional Education
Jennifer Monnoyer	Elementary School Teacher - Regular Education : Professional Education
Julie Parks	High School Teacher - Regular Education : Professional Education
Jesse Pattison	High School Teacher - Regular Education : Professional Education

Tonya Priester	Community Representative : Professional Education
Susan Runyan	Business Representative : Professional Education
Judy Rupp	Ed Specialist - School Counselor : Professional Education
Mark Schlosser	Administrator : Professional Education
John Stevens	Administrator : Professional Education
Jennifer Walker	Parent : Professional Education
Jason Weckerly	Elementary School Teacher - Regular Education : Professional Education
Amy Wilson	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

In the primary building our goal is to build a strong foundation for our students so that they may have the ability to open their horizons. Therefore, in the areas marked need improvement and non existent the curriculum is not fully developed, however the staff in the building target particular standards and are able to create an heightened awareness and enrichment regarding the standard. The goal is to develop a full curriculum in those areas

marked, however at this time only part of the standards are being taught in a cross-curriculum planning and teaching method.

Elementary Education-Intermediate Level

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

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

In the primary building our goal is to build a strong foundation for our students so that they may have the ability to open their horizons. Therefore, in the areas marked need improvement and non existent the curriculum is not fully developed, however the staff in the building target particular standards and are able to create an heightened awareness and enrichment regarding the standard. The goal is to develop a full curriculum in those areas marked, however at this time only part of the standards are being taught in a cross-curriculum planning and teaching method.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Developing
Civics and Government	Accomplished	Developing

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

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

Family and Consumer Sciences standards have been absorbed by other courses as the retirement of the teacher allowed a reduction in staff.

Environment and Ecology is being addressed as Biology CDT and Keystone Exam results are being analyzed. Poor performance in recent PSSA Science shows area of improvement as well. Alignment and development of curriculum has begun.

Science and Technology is also being addressed because of poor performance on the PSSA Science exams. Alignment and development of curriculum has begun.

Mathematics is an area of need that has been identified by poor PSSA performance, CDT and Keystone Exam results for Algebra 1. Alignment to PA Common Core Standards has begun.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Developing
Civics and Government	Accomplished	Developing
PA Core Standards: English Language Arts	Needs Improvement	Needs Improvement
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Needs Improvement	Needs Improvement
Economics	Developing	Developing

Environment and Ecology	Needs Improvement	Needs Improvement
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
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Science and Technology is also being addressed because of poor performance on the PSSA Science exams. Alignment and development of curriculum has begun.

Mathematics is an area of need that has been identified by poor PSSA performance, CDT and Keystone Exam results for Algebra 1. Alignment to PA Common Core Standards has begun.

English Language Arts is an area of need that has been identified by poor performance on PSSA, CDT and Keystone Exam results. Alignment to PA Common Core Standards has begun.

Adaptations

Elementary Education-Primary Level

- 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
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Elementary Education-Intermediate Level

- 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
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Middle Level

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

High School Level

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

Explanation for any standards checked:

ACADEMIC STANDARDS

All students will demonstrate mastery of the Pennsylvania Core academic standards either on the Pennsylvania State System of Assessment (PSSA) or the local system of assessments. The PSSA measurement is used for determining performance based on scores earned by students in grades 3,4,5,6 in reading and mathematics, grades 5 in writing and grades 4 in Science. Local assessments are provided in grades K- 6.

In the last two years, the teaching staff have updated their curriculum according to the PA standards. The curriculum was saved on disks and the teachers have been informed they are responsible to review their curriculum yearly for standard and assessment alignment.

The building administrators require the staff to create lesson plans using a district template which outlines a Standards Aligned System (SAS). The daily lesson plans are formatted on the computer and submitted to their respective building administrators. Daily lesson plans demonstrate a knowledge of SAS instruction and assessment as they align to the standards. The focus for staff development in the future will be an expansion on curriculum mapping and pacing guides in all areas specifically in the areas of Math, Reading, Science and Writing.

Planned Instruction Requirements

The following grades are used at Union School District K - 6:

"A" 100% - 90%	Outstanding, shows excellence in meeting all course requirements;
"B" 89% - 80%	Clearly surpasses stated standards and shows above average success;
"C" 79% - 70%	Meets stated requirements with average success;
"D" 69% - 60%	Achieves minimum standards;
"F" 59% - and below	Fails to achieve minimum standards;
"I" Incomplete Grade	

"I" or Incomplete Grade - In order to gain the most benefit from any course, the student is expected to complete all major class requirements before the end of the school year. Any student who does not complete the major requirements of the course cannot expect to pass the course. Therefore, any "I" or incomplete given to the student during any grading period indicates that the student must make-up the assigned work within a specified time (generally fifteen (15) schools days after the end of the nine weeks). The exception is that during the final grading period, all work must be completed prior to the end of the school year.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Research, planning and preparation are the cornerstones of instructing a lesson. The staff has been trained and prepares a very detailed lesson. The components of the lesson plan list the objectives of the lesson, the state standards, the assessment anchors and an area for resources and reflection. The textbook does not drive our instruction, but rather is used as a resource to teach the standards. The staff also has frequent assessments and differentiates their instruction to meet the needs of each individual student. The administrator in the building will engage in multiple walk in observations and one or two formal observations. The school district has instituted a RTI model approach by looking at data to see where students are and where they need to be. Each staff member in the district has an active role in DIBELS. The students are monitored three times year and if needed on a bi-weekly or even weekly basis.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Research, planning and preparation are the cornerstones of instructing a lesson. The staff has been trained and prepares a very detailed lesson. The components of the lesson plan list the objectives of the lesson, the state standards, the assessment anchors and an area for resources and reflection. The textbook does not drive our instruction, but rather is used as a resource to teach the standards. The staff also has frequent assessments and differentiates their instruction to meet the needs of each individual student. The administrator in the building will engage in multiple walk in observations and one or two formal observations. The school district has instituted a RTI model approach by looking at data to see where students are and where they need to be. Each staff member in the district has an active role in DIBELS. The students are monitored three times year and if needed on a bi-weekly or even weekly basis.

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

Processes used to ensure Accomplishment:

Research, planning and preparation are the cornerstones of instructing a lesson. The staff has been trained and prepares a very detailed lesson. The components of the lesson plan list the objectives of the lesson, the state standards, the assessment anchors and an area for resources and reflection. The textbook does not drive our instruction, but rather is used as a resource to teach the standards. The staff also has frequent assessments and differentiates their instruction to meet the needs of each individual student. The administrator in the building will engage in multiple walk in observations and one or two formal observations.

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

Research, planning and preparation are the cornerstones of instructing a lesson and need improved on at the high school level. The staff has been trained and prepares a very detailed lesson but needs to refocus to the PA Common Core Standards. The components of the lesson plan list the objectives of the lesson, the state standards, the assessment anchors and an area for resources and reflection. The textbook does not drive our instruction, but rather is used as a resource to teach the standards. The staff also has frequent assessments and differentiates their instruction to meet the needs of each individual student. The administrator in the building will engage in multiple walk in observations and one or two formal observations.

Modification and Accommodations

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

The elementary and high school staff has received professional development regarding differentiating instruction and meeting the needs of all learners. Teachers need to get to know their students individually in the classroom and this will involve planning and preparation. The modifications and accommodations that may occur must be planned to make sure that the proper equipment is available, time is permitted to allow for learning and growth, and personnel is available to provide guidance and instruction. Planning will allow the teacher to organize their room in a safe and efficient manner and organize their schedule so the student may get assistance if needed from other personnel in the school. Some of the modifications and accommodations that have occurred through planning is access to a Title teacher, instructional aide, access at scheduled times to the nurse, arranged seating in the cafeteria, communication log with parents, differentiated classroom instruction, positive behavior rewards, adjustment of content and homework, extra books for home, after school tutoring services, a team approach for the student and understanding the students frustration levels.

Staff will collect data on the student and then target the skills that the student needs to show growth in. The staff will adapt schedules to make sure that the student will grow and that their mental and/or physical ability will not put them at a disadvantage.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

- Administrators
- Building Supervisors

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

To ensure standard aligned instruction and consistency we have invested time into training our staff with how to co-teach, co-plan and how to plan and prepare for a lesson. We as a district have created a lesson plan template that provides consistency in preparation and planning. The district administrators have attended trainings and are very acute to the expectations that are expected from teachers. The administration provides structured time for staff to meet and discuss subject matter.

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

The district in the elementary does not have department heads, instructional coaches.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

Students in grades K, 1, 2, 3, 4, 5, and 6 are placed into Flexible Individualized Groups. At the beginning of each year students will be assessed using the DIBELS Next and from those interpreted results they are placed into groups. The first period of each day will be spent by the students in FIG. Teachers in their classroom will differentiate their instruction during their core classes so the students can learn and grow at their own rate. Students are also grouped into math groups one period each day where they receive differentiated instruction.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full

	Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

Students in grades K, 1, 2, 3, 4, 5, and 6 are placed into Flexible Individualized Groups. At the beginning of each year students will be assessed using the DIBELS Next and from those interpreted results they are placed into groups. The first period of each day will be spent by the students in FIG. Teachers in their classroom will differentiate their instruction during their core classes so the students can learn and grow at their own rate. Students are also grouped into math groups one period each day where they receive differentiated instruction.

Middle Level

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

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

Students in grades 7 and 8 are placed into Flexible Individualized Groups called REACH. At the beginning of each year students will be assessed using the CDTs, PSSA results; from those interpreted results they are placed into groups. The first period of each day will be spent by the students in REACH. Teachers in their classroom will differentiate their instruction during their core classes so the students can learn and grow at their own rate. Students are also grouped into math groups one period each day where they receive differentiated instruction, Math 7 or Pre-Algebra.

High School Level

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

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

Students in grades 9, 10, 11, and 12 are placed into Flexible Individualized Groups called REACH. At the beginning of each year students will be assessed using the CDTs, PSSA results; from those interpreted results they are placed into groups. The first period of each day will be spent by the students in REACH. Teachers in their classroom will differentiate their instruction during their core classes so the students can learn and grow at their own rate. Students are also grouped into math groups one period each day where they receive differentiated instruction within the courses chosen, Algebra, Geometry, Algebra II, Trigonometry, Pre-Calculus, and Calculus.

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.

Students at risk of dropping out are placed into Flexible Individualized Groups called REACH. At the beginning of each year students will be assessed using the CDTs, PSSA results; from those interpreted results they are placed into groups. The first period of each day will be spent by the students in REACH. Teachers in their classroom will differentiate their instruction during their core classes so the students can learn and grow at their own rate. Students are also grouped into math and reading groups one period each day where they receive differentiated instruction. We also offer eAcademy, a Union School District sponsored cyber school that can be utilized for credit recovery, flexible scheduling, and/or a different educational environment that at-risk students may prefer.

Assessments

Local Graduation Requirements

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

Graduation Requirement Specifics

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

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

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Final Exams			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
PSSA	X	X	X	
Keystone Exams			X	X
Study island	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Study Island			X	X
Enter and Exit Tickets/Think Pair Share	X	X		

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT	X	X	X	X
Corrective Math	X	X	X	X
Corrective Reading	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Building supervisors review assessments during teacher evaluation review as well as spot checking assessments. Department heads also review and support department assessment; teachers within the departments work collaboratively to form standards based curriculum and assessments. IU TAC team members are also utilized on an as needed basis.

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.

We use state provided assessments for AYP purposes.

Collection and Dissemination

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

Professional development surrounding collecting, analyzing and utilizing data for instruction has been provided on an ongoing basis. Departmental team meetings, Staff meetings, and Act 80 Days have been utilized to analyze data and formulate instructional goals.

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.

REACH group (flexible instructional groups) have been created at the high school level to meet the needs of students that have not demonstrated proficiency as well as enrichment for those that are proficient. In addition, data is provided and used by staff to direct instruction and identify adjustment needs in curriculum.

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
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
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
Instructional practices modified or adapted to increase student mastery.			X	X

Provide brief explanation of the process for incorporating selected strategies.

Professional development surrounding collecting, analyzing and utilizing data for instruction has been provided on an ongoing basis. Departmental team meetings, Staff meetings, and Act 80 Days have been utilized to analyze data and formulate instructional goals. REACH groups (flexible instructional groups) have been created at the high school level to meet the needs of students that have not demonstrated proficiency as well as enrichment for those that are proficient. In addition, data is provided and used by staff to direct instruction and identify adjustment needs in curriculum.

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

Provide brief explanation of the process for incorporating selected strategies.

The strategies that we have listed have worked as a tool to effectively communicate summative assessments to the public. The strategies that we have used have become the routine and procedure that the school and parents are accustomed to.

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

We as a district are looking at focusing the assessments rather not on the school but rather as a tool to communicate to the parents about the progress of individual students. When we can individual look at one students data and see where the gaps are then we will grow as a whole. One of the strategies that we are looking at is to begin scheduled parent/teacher conferences in the month of October.

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.

Maintaining student achievement in a school with a new cohort entering every year creates a heightened awareness to building research based instruction, programs into your school day. The students will enter a school as a group of students, however each has a unique learning style that needs to be recognized. Our goal is to get to know each student individually and gather data through assessments about their knowledge base. The more specific to the student we make the instruction the increased likelihood the student will experience success. We have a very effective screening process for our kindergarten students to allow us the opportunity to get to know them. We also have a assess students three times a year using DIBELS.

Presently, we have a school wide behavior model that teaches students how to respect themselves, others and their environment. The goal of the model is for the staff to teach how to respect, self, others and environment in a multitude of areas in a school. Our school also has a full time guidance counselor that visits each classroom one time a week to discuss peer pressure, bullying and other factors that can interfere with student success. The guidance counselor has incorporated a lunch buddy program for our at-risk students and has implemented a program kindness crusaders for those students that portray good social and academic skills.

Teachers are in constant communication with the home and family regarding student behavior, grades and actions. We as a district have tightened up on student tardiness and have strict regulations regarding student truancy. We recognize that for a student to learn they need to be inside our physical space.

We have all school personnel wear a badge to identify themselves and we have cameras strategically placed to maintain safety and security.

Students in grades K and 1 participate in a PATHS program. The goal of the program is to promote kindness and strategies that students can use to cope with fear, anger and frustration. The benefit is that the school will be a safe, nurturing facility for students to learn and grow.

Our school has a SAP team that meets weekly and meets as an entire group with our liaison once a month. At this time we look at the referrals that we have and decide what measures we can take to have the student experience success.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X

Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

At this time our school does not need a school resource officer and there are no plans to implement one. We do not have enough data that we have incidents, students on probation to warrant spending the money at this time. We have received two safe schools grants in 2013-2014 and 2014-2015 in the amount of \$50,000.00 which paid for an updated Network Video Recorders for the high school, software updated and indoor/outdoor video cameras. The software update (ViconNet) allows the administration, County Emergency Management Director and PA State Police to access the videocameras from their digital devices so they are aware of incidences prior to being dispatched to the area if an event occurs which would involved violence and/or an intruder. The updated equipment/software allows for incidents to be recorded and archived to allow the administration to use as evidence in situations which are brought into court and/or into a situation with a discipline situation. The updated surveillance also acts as a deterrent for theft, bullying, vandalism and other violations in and on school property. Students are very aware of the "eyes" in and outside of the school. The administration has made it very public to the students, parents and community of the upgrades.

Identifying and Programming for Gifted Students

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

The Union School District has several Child Find procedures in place to identify students in our district who may be gifted. Recommendations can come from teachers, parents or guardians, and administrators based on academic performance in the classroom, test scores and observed gifted characteristics. Teachers and parents of students being recommended are asked to complete a Gifted Characteristics Rating Scale. All students in grades 2, 5, and 7 are assessed using the Otis-Lennon School Ability Test (OLSAT). The District also utilizes State and local assessment data when determining which students should be referred for further evaluation. Students, who exhibit gifted and/or talented characteristics, are

recommended for further testing to see if they qualify for gifted services. Early identification is important and those students who are recommended go through the district's evaluation process, which includes a standardized IQ and academic achievement test. For those students who achieve a Full Scale IQ or General Ability Index of 130 or above or who demonstrate very superior performance on multiple measures and are within close proximity of the state guidelines, are recommended for participation in the gifted program.

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	X	X	X	X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X

Directing Public to the PDE & Test-related Websites	X		X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X		
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Collaboration between teachers is a constant, however we do have documented times that are scheduled for teachers to meet. One day out of the six day cycle teachers meet in grade level meetings to complete a form that provokes discussion, planning, preparation and a goal. Teachers also meet at in-service days, Act 80 days to discuss and learn new approaches and new ideas to improve the quality of education. Teachers attend faculty meetings, parent meetings to address student, building, curriculum concerns at our level. We have a SAP team that meets monthly to discuss students and we also have a CST team that will work together to look at a student specifically to assist them in their shortfalls. The staff works in collaboration with the guidance counselor, principal and nurse to address student concerns. The school has always and will continue to work with outside agencies to do what is best for the student.

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

We as a district offer an after school tutoring program for one hour and twenty five minutes. Students in the review taught skills and receive support for their homework. The elementary also has a trailblazers club that meets two days a week after school. The students in the club will jog between 1 to 5 miles whenever they meet. The students will attend 5k, 10K races on the weekends to compete. The running club is under the direction of our school guidance counselor.

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.

- Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The district and the local County Headstart have a meeting with a school representative in the fall and spring to discuss information regarding transition, communication and services. Prior to the conclusion of the school year district personnel will meet with the Headstart teacher and representatives to discuss the students that will be enrolling into kindergarten. Many of the students that have a disability will have their services continued into the district.

The district will have a Kindergarten meeting for parents and students on March 21. At this meeting the principal, transportation director, food service manager, kindergarten teachers, guidance counselor, and nurse will discuss some of the programs and operations of the district. The families then will sign up for a kindergarten screening that is scheduled for April 11 and 12. Two weeks prior to the start of school students are invited to come in and meet the teacher and visit their room. Throughout the summer kindergarten families will be added to the mailing list to receive all the appropriate paperwork.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The administration and staff of the district has attended and presented at workshops and training's. Through their participation they have gathered multiple materials and resources to distribute to the students and other staff members. Through observations, reflection and grade level meetings the staff is able build and develop on the concepts and skills of the academic standards. Being able to understand the concepts and skills allows the staff an opportunity to differentiate the instruction to meet the needs of all students.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The administration and staff of the district has attended and presented at workshops and training's. Through their participation they have gathered multiple materials and resources to distribute to the students and other staff members. Through observations, reflection and grade level meetings the staff is able build and develop on the concepts and skills of the academic standards. Being able to understand the concepts and skills allows the staff an opportunity to differentiate the instruction to meet the needs of all students.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The administration and staff of the district has attended and presented at workshops and training's. Through their participation they have gathered multiple materials and resources to distribute to the students and other staff members. Through observations, reflection and grade level meetings the staff is able build and develop on the concepts and skills of the academic standards. Being able to understand the concepts and skills allows the staff an opportunity to differentiate the instruction to meet the needs of all students.

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	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The administration and staff of the district has attended and presented at workshops and training's. Through their participation they have gathered multiple materials and resources to distribute to the students and other staff members. Through observations, reflection and grade level meetings the staff is able build and develop on the concepts and skills of the academic standards. Being able to understand the concepts and skills allows the staff an opportunity to differentiate the instruction to meet the needs of all students.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

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

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

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

	classrooms
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

This narrative is empty.

Middle Level

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

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

Further explanation for columns selected "

This narrative is empty.

High School Level

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

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

English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

This narrative is empty.

Professional Education

Characteristics

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

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

learning, with an emphasis on learning.				
Instructs the leader in managing resources for effective results.	X	X	X	X

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

Weekly grade level meetings are part of the teacher's schedules for grades K-6.

Grade level meetings include the regular education teachers, administrator, Title teacher and SPED teacher.

An outlined agenda and summary is submitted digitally to the administrator in the event the administrator is not present for the meeting.

The grade level agenda includes focus areas: academic and behaviorally at risk students, students who may be considered for movement in their reading or math flexible individual groups for reading (FIG) and math instructional groups (MIG), professional development needs and technology needs. FIG and MIG provide the framework and model for RTII at the primary and intermediate levels for grades K-6.

At the secondary level, department head meetings occur monthly. Faculty meetings occur monthly. The faculty meetings focus on data analysis and flexible reading and math groups during REACH which is an acronym for Reading Enrichment and Centered Help. This is the framework and model at the secondary level for RTII.

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

A data analysis of professional development survey information will be viewed by the PD committee.

After the data analysis occurs by the PD committee the incorporation will occur through PD trainings, teacher in-service days and Act 80 days.

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:
8/24/2015 Online Training
The LEA plans to conduct the required training on approximately:
8/22/2016 Online Training for new staff
8/21/2017 Online Training for new staff
8/20/2018 Online Training for new staff

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

Questions
The LEA plans to conduct the training on approximately:

2/16/2016 Online Training
2/15/2017 Online Training for any new staff
2/12/2018 Online Training for any new staff

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 has conducted the training on:
8/24/2015 Online Training conducted
The LEA plans to conduct the training on approximately:
8/22/2016 Online Training for new staff
8/21/2017 Online Training for new staff
8/20/2018 Online Training for new staff

Strategies Ensuring Fidelity

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

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

Professional Development meetings are held throughout the school year. In the month of June a comprehensive PD plan is strategically outlined to meet the needs of the staff and students.

Data Analysis occurs when local assessment results (SAT 10, Dibels, OLSAT, CDT's, CBA's)

and the preliminary AYP results are released. The Training and Consulting (TAC) members from the Riverview IU #6 and the PD committee members and administrators meet to complete the annual PD framework for the upcoming school year. The PVASS data is also a guide for the PD plan.

A professional development survey is completed by the staff members at the end of the school year to help plan and prepare for the new school year. A district professional development survey is completed by each staff member at the conclusion of the PD training. The PD evaluation is complete and submitted to PDE for Act 48 credits.

Additionally, the administrators complete Act 45 credit hours for their administrative certificate. Administrators are encouraged to complete the NISL training and to take graduate credits in the area of leadership, curriculum and instruction to better prepare for best practice in leadership and C & I.

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

This narrative is empty.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will 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.

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

Each member of the induction team will maintain a written record of all activities. An assessment instrument monitoring process will be employed to ascertain the impact of the training experiences. (Assessment questions follow.) This data will be analyzed to adjust the training programs to provide "in process" assistance to the inductees and mentor teachers. The Union School district is committed to assisting inductees in becoming familiar with the administrative policies, paperwork and instructional procedures of the district. A needs analysis will be conducted to determine the focus of the inductee experience in the following areas:

I. Effective Classroom Management

II. Instructional Delivery Techniques

III. School-Community Relations

IV. Professional Communications

Assessment Processes

Union School District requires all teacher inductees to complete the following needs assessment to help determine their stage of teaching skills development and to address their individual needs.

Mentor Selection

Union School District Mentor Teachers participating in the Teacher Induction must meet the following criteria:

1. Volunteered, tenured teacher who is current with the trends/practices in all levels of education.
2. Must be willing to commit the necessary time and energy to the induction process.
3. Must be able to model effective instructional strategies, communication skills, and classroom management techniques to the inductee.

The process of recruiting and selecting the mentor teachers will include:

1. A letter from each building principal will be presented to all professional staff members asking for mentor teacher volunteers.
2. The building principals will review each application in relation to the above.
3. Selected Mentor Teachers will be notified by their building principal.

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

The administrative team will hold monthly meetings to discuss when to schedule the areas of need for new teachers.

This will occur during admin. team meetings.

Needs of Inductees

- 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).

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

The administration is responsible to make sure all the above areas are completed prior to the submission to Central Office for finalization.

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

This narrative is empty.

Mentor Characteristics

- 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.

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

The district induction program is comprised of a booklet of competency checklists which are completed and signed off by the building administrator and superintendent before the start of the second year of teaching. This ensures accountability by the mentor, teacher, building principal and superintendent.

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

All strategies are employed.

Induction Program Timeline

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

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Evaluation and Monitoring

Each member of the induction team will maintain a written record of all activities. An assessment instrument monitoring process will be employed to ascertain the impact of the training experiences. (Assessment questions follow.) These data will be analyzed to adjust the training programs to provide "in process" assistance to the inductees and mentor teachers.

Participation and Completion

The Superintendent will submit PDE Form 4511 when each professional employee applies for permanent certification. An activity log will be maintained by the induction coordinator. A portfolio will be evaluated and monitored annually by the building administrator. The school district central office will maintain a file of all inductees who satisfactorily complete the induction program. Written verification will be provided to all inductees by the Superintendent.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.

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

Special Education

Special Education Students

Total students identified: **91**

Identification Method

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

The Union School District is currently implementing the discrepancy model to identify students with specific learning disabilities. Union School District uses a layered system for screening, identifying, and evaluating students with specific learning disabilities. Information is collected and reviewed through the Child Study Team (CST) process. Information reviewed includes cumulative records, enrollment records, health records, individual and group achievement test results, PSSA results, DIBELS screening results, teacher and parent input, and report card information. Parents and teachers can refer any student for possible identification. The Child Study Team (CST) reviews information to determine need and documents the need for A possible multidisciplinary team evaluation. The multidisciplinary evaluation process includes the request by the parent or school district staff, intellectual ability and academic achievement data collected from an individual evaluation completed by the school psychologist, school district data collection, and parent and teacher input. This information is then incorporated into the evaluation report. The method adopted by Union School District in accordance with PA Standards and Regulations to locate and identify students with specific learning disabilities is also applicable to students attending non-public schools.

Enrollment

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

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

Union School District's **total**

Special Education Enrollment is 15.1%. The State's percent for Special Education Enrollment is 15.3%.

Union School District's Intellectual Disability category is 16.5% while the state percent is at 7.1%. A large number of students with an Intellectual Disability (ID) label remain in our District often until the completion of the school year in which they turn 21. At this time, we educate all of these students within our own district, utilize supplementary aides and services, and create an environment to maximize the least restrict environment and socialization. The high number of ID students are now in high school.

Union School District's Specific Learning Disability (SLD) category is 31.9% while the state percent is at 45.4%. Union School District strives to monitor their special education pre-referral process. Union School District incorporates supplementary aides and services and academic interventions to make sure that students are successfully educated within the regular education environment to assist with low referrals for special education. Union School District has developed a two year district Improvement Action Plan to address LRE calculation discrepancies as per a recent special education monitoring. Training, accurate data collection, and submission of information are priority.

Union School District's Speech and Language Impairment category is 28.6% while the state percent is at 16.0%. Union School District tends to to have a high rate of Speech students as part of the early intervention process. We also tend to have more students with articulation errors rather than expressive language barriers. Union tends to not have students in speech for very long.

Due to a very low total number of special education students, the data would indicate that we do not have students identified in some of the categories, but we do not have enough students to meet the reporting threshold of ten in most special education categories. The Union School District has historically had more Intellectually Disabled (ID) students than the State average, and less Specific Learning Disabled (SLD) students than the State average. As a result of data analysis as well as utilizing a variety of county wide data, the reason is thought to be due to a high rate of drug use during pregnancy, an increased number of low socio-economic and disadvantaged students, and our rural location making it difficult for these families to access intervening services.

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?

Under section 1306 of the School Code, the Union School District is required to allow non-resident students in children's institutions including detention homes, drug and alcohol treatment centers, and others, located in its borders attend the public schools of the Union School District. For some students living in these children's institutions this may not be appropriate because of the terms of the institutionalization or because of the particular educational needs of the student. Currently no such facilities exist within the District. There are no identified 1306 students within the Union School District.

The local school district has the responsibility of attending the IEP meetings on site of a facility and may even provide the staff on site for the educational component in order to ensure that students are being educated in the least restrictive environment and to provide a seamless transition for services into the public school.

The Union School District may wish to conduct an educational or alternative education program if a facility were to open within the District. The District also offers a continuum of services and supports. The IEP Team would look at the most appropriate level of support that would meet the students needs. Interagency collaboration is always considered along with the support of the local intermediate unit. Should more intense levels of support be needed, PaTTAN may also be involved in ensuring FAPE.

Potential barriers would be addressed by providing a full range of services within the District and also provide services for students with more challenging behavioral needs through coordination and consultation and the utilization of supplemental aids and services.

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 Union School District does not have any adult correctional institutions located within its boundaries at this time. If a student is incarcerated, the School District is notified of the placement either by the local LEA or by the receiving institution in accordance with attendance laws. The Union School District will provide necessary records, and participate in meetings in cooperation with the institution for the provision of services. Union School District works in cooperation with the host school district as well as with the local Intermediate Unit to arrange for the provision of services. The host school district would be responsible to provide FAPE.

Least Restrictive Environment

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

The Union School District utilizes 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.

The Union School District actively seeks to keep the special education teachers' caseloads small, employing more special education teachers than caseload limits dictate. This allows for opportunities to support eligible students within the general education environment. Eligible students, to the maximum extent possible, remain in the general education environment with supplementary aids, support and materials, and are monitored weekly to determine their success in the general education classroom. A list of supplementary aids and services includes additional staff support and modifications and accommodations according to a student's IEP. In addition, all students, have the opportunity to interact with non-disabled peers for recess, assemblies, field trips, participate in non-academic subject areas and the extra-curricular offerings of Union School District.

A comprehensive range of programs and services is available for identified students in the Union School District, collaboratively with neighboring districts or within multiple district programs operated by the Riverview Intermediate Unit #6. These programs are available to students in private institutions. All decisions concerning appropriate Special Education Services and programs for students, including consideration of services and programs in the home school will be based upon the following practices:

- The school district will assure that the placement decision is made at the IEP meeting.
- The student's full range of needs will be examined including socialization needs.
- A full range of placement options will be available and considered. This will include consideration of necessary supplemental aids and services.

- Before a student is removed from the regular education environment, there will be a demonstration that education in that environment is not satisfactory even with supplemental aids and services.
- The justifications given for any restrictions that might be placed upon the student will be educational justifications and not for administrative or scheduling convenience.
- When there is justifiable restriction for one part of the program, the IEP team will consider other elements of the curriculum and extracurricular opportunities for integrated activities.
- Placement options are determined at the time of each individual child's IEP. Special education students are served in the regular education classes whenever it is deemed appropriate by the IEP team. Within the framework of the strategic planning process, the district will further outline its plan to provide inclusive instruction whenever the IEP team indicates its appropriateness, while maintaining the continuum of services by law.

The Union School 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 to access the general education curriculum in the least restrictive environment (LRE). The Union School District, as part of its professional development, utilizes site-based training, consultation and technical assistance available from PDE/PaTTAN and the the Riverview Intermediate Unit 6 TAC Team. The District consults with the local IU6 TAC Team for trainings and workshops. In addition, staff attends trainings sponsored by PDE/PaTTAN. The District brought personnel from PaTTAN, on site to present an initial overview of SAS to staff. In addition, staff attended SAS trainings at other other locations. The district uses the SAS portal as a resource for information regarding curriculum resources and assessments and for professional learning communities. A SAS weekly meeting is built into each teacher's schedule to allow teachers the time to access the SAS portal and collaborate with teachers within their grade level and across the other grade levels.

The Union School District administrators and staff have also attended RTII trainings. As a result, the District developed a flexible, tiered model of differentiated instruction. All students receive Flexible Instruction Group periods in grades K-6 for Reading and K-2 in Math at the elementary level and 7-12 for reading and math at the secondary level. The Union School District incorporated a strategic approach to the universal screening, DIBELS, data analysis team meetings, Data Team Meetings, Tier grouping, progress monitoring, grade level collaboration, research-based curriculum materials selected and utilized for all three tiers of learners, professional development for the model and a plan to encompass the entire staff including Title teachers, LS teachers, regular education, Music, PE educators and paraprofessionals. The District, using our PSSA scores and DIBELS scores for the last six years, has demonstrated increases in student achievement in both reading and math across all groups. The data/evidence demonstrates the success our students have had since the

implementation of the RtII model/FIG groups. The highest levels of achievement are the expectation for all of our students including the low socio-economic and IEP students. All of our teachers and students are held to the highest standards.

The Union School District's commitment to the maximum integration is reflected in the procedures and training opportunities listed below. Actions, procedures, and professional development activities include but are not limited to the following:

- Partnerships for Professional Development, which include the Riverview Intermediate Unit 6, PaTTAN and Clarion University
- Partnerships with local mental health agencies, which provide therapeutic support staff services in the schools.
- PSSA groups designed to improve assessment scores.
- General and Special education Teams are provided with training and time to plan for co-teaching.
- The Union School District takes an active role in the Early Intervention Transition process to ensure the appropriate integration of early intervention students into appropriate programs and placements.

Behavior Support Services

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

Union School District's Behavioral Support Policy for Children with Disabilities is adopted in accordance with Chapter 14 PA Regulation 14.133.

The Union School Board Policy states that the District strives to provide an optimum learning environment for each student. When necessary, behavior support plans shall be developed and maintained for students with disabilities in order to promote and strengthen desirable behaviors and reduce inappropriate behaviors. A variety of positive behavioral support techniques are utilized to enhance an individual student's opportunity for learning.

Students with disabilities who engage in inappropriate behaviors, disruptive or prohibited activities and/or and/or actions injurious to themselves or others shall be disciplined in accordance with their Individualized Education Program (IEP), behavior support plan, and Board policy.

Union School District has trained 9 staff members this school year in Crisis Prevention Intervention (CPI). These staff members will continue to attend yearly certification update

sessions. The District plans to train additional staff members each year to ensure there will be building level teams in all school buildings, and will continue to provide training for certification maintenance. As part of the Crisis Prevention Intervention (CPI) trainings, the focused strategy of CPI emphasizes de-escalation techniques. Restraints are only implemented as a last resort.

Elementary Level School Based Behavioral Health Services:

The elementary school counseling program is a comprehensive, developmental program for students in grades fourth through sixth, while serving students in grades Kindergarten through third grade on a regular basis. The goals of the elementary guidance department is to meet the social, academic, and career needs of the students of the school. The school counselor serves as a consultation agent for parents and teachers.

Individual and/or Group Student Counseling-

Students receive individual student counseling on an as needed basis. Students can be referred by a teacher, parent, administrator, friend, or by themselves.

Child Study Team (CST)-

The CST is a pre-referral intervention process. The CST consists of the following core members: principal, school psychologist, and Title I Staff. Additional individuals are invited to attend on an as-needed basis. Examples include: the speech teacher, the teacher(s) referring the student, the parents, and the guidance counselor. The CST meets as needed to review students who are considered "at-risk" for any number of reasons such as poor grades, learning problems, behavior issues, speech problems, attendance issues, discharge from a psychiatric facility or hospital after medical care, substance abuse issues, disciplinary infractions, social problems, concerns about mental health symptoms, etc. The team collectively decides upon a plan of action such as identifying interventions that can be tried, consulting with the individuals who implement the selected interventions and monitoring the outcomes of such interventions, identifying additional data that needs to be gathered and coordinating its acquisition, referral for (and coordination of) school-based screening assessments that are typically performed by the school psychologist, etc.

Junior and Senior High School Level School Based Behavioral Health Services:

Following are highlights of junior and senior high school level programs related to positive behavioral supports and school-based behavioral health services/supports.

SAP-

The Student Assistance Program (SAP) team includes the services of a mental health specialist under contract with a local community-based mental health treatment provider. This team provides mental health and substance abuse assessment services, determination of the need for referral for related community-based treatment providers (and referral

to/linkage with such providers when appropriate), short-term individual counseling services, and education related to mental health and substance abuse issues. The SAP team provides group counseling on topics such as self-esteem, anger management, tobacco-use prevention, bullying (for both victims and bullies), and conflict resolution. Crisis intervention supports are also provided through the SAP team which, when needed, can mobilize a network of mental health specialists and related support providers to provide referral services, as well as follow up supports and linkages with long-term services.

Nursing Services-

The school nurse is a core member of the Student Assistance Program team and acts as a vital source of unique information about students who may be at-risk for a wide variety of reasons. The nurse interfaces with community-based providers of medical, mental health, substance abuse, and teen pregnancy services to promote continuity of care and coordination of services.

Juvenile Probation-

Representatives from the Clarion County Juvenile Justice system maintain a regular presence in the high school to monitor and meet with students who are or have been involved in the juvenile justices system. When appropriate, they work in conjunction with members of the Student Assistance Program team to address concerns or issues about individual students.

Drug-Free School-Funded Programs-

Union School District uses funds from the Drug-Free School initiative to pay for substance-abuse prevention efforts. At the high school level, this sponsors activities such as informational assemblies about drug abuse for students, staff, and parents. At the elementary level, the assemblies are geared more for students and take the form of developmentally-appropriate prevention education about substance abuse.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Union School District employs an experienced staff of Special Education teachers, Speech and Language therapists and contracted Occupational and Physical therapists. Special Education paraprofessionals are available to provide support within the special education classroom or individually to a student with special needs. If the school district is unable to provide FAPE for a student, we work collaboratively with various outside facilities/agencies to transition our students successfully. Of course, the recommendations are made through the Individualized Education Process, in which all members are involved in the decision-making process.

Union School District is regularly involved with the following agencies of Clarion County:

Clarion University of PA	Parent-Mentor Program
Crisis Intervention	Children and Youth Services
Mental Health/Mental Retardation	Office of Vocational Rehabilitation
Clarion Psychiatric Center	RIU #6 Psychiatric and Social Worker Services

Wraparound Agencies - Shamrock Solutions, Brookville Behavioral Health, Misty Isle Bridges, Family Psychological Associates, and Personal Touch

Union School District's commitment to the expansion of the continuum of services is reflected in the opportunities listed below. Actions, procedures, and professional development activities include but are not limited to the following:

- *Partnerships for Professional Development with the local intermediate unit, PaTTAN, mental health agencies, and Clarion University.
- *Annual regular and special education teacher trainings to include time to plan.
- *Continue positive working relationships with local mental health agencies.
- *Creative planning with mental health agencies, school staff, and the local intermediate unit to make services more efficient and effective.

Strengths and Highlights

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

- Parent involvement is a strength within the Union School District. Parents are encouraged to have regular contact with special education teachers and the staff within the special education office. The Union staff strives to build and maintain solid relationships with each and every family, while maintaining strict confidentiality. The District offers a website with a special education link, disseminates pertinent information related to special education issues, resources and community events. In addition, families are invited to attend open house, parent night and orientations scheduled at regular intervals throughout the school year.

- The strong support of the Union School District Board of Directors, and Administration in providing special and regular education faculty training and participation in workshops that include topics related to student success, updates of Special Education laws and "Best Teaching Practices."
- Union School District employs sufficient learning support teachers and teacher aides to provide a continuum of services which includes co-teaching/inclusive support within the regular education classrooms, addressing the Least Restrictive Environment of IDEIA.
- Union School District works hard to prepare students for post-secondary schooling. Additional time and resources are designated for preparing non-college bound students for work or post-school training.
- The Union School District has adopted an early intervening program for reading to ensure all students are making progress towards reading on grade level for grades K-7. In grades K-6, students are provided with 30 additional minutes of reading instruction beyond the core reading instruction which utilizes a research-based reading series. Students receive intensive instruction in critical reading skills depending on each student's identified area of need; such as phonemic awareness, phonics, comprehension, etc. In grades 3-6, students are receiving additional reading instruction in SRA Corrective Reading. Students are assessed and placed in to small, homogenous reading groups. Students move through the program and are not discharged until data suggests they have the necessary reading skills to be successful at grade level and access the general education curriculum. All students in grades 7-12 have access to targeted support, in the core subjects, during our REACH period.
- The Union School District has developed a Life Skills program located within the Unon High School, and incorporates vocational and community-based instruction for students enrolled in the district's Life Skills program.
- The Union School District has developed an Autistic Support classroom located within the Sligo Elementary School, for students in Kindergarten through Third grade. Students who experience difficulty participating in a typical learning environment have access to the Competent Learner Model curriculum, which is designed to address the individual learning needs of students.
- The learning support teachers continue to demonstrate knowledge of special education timelines, adaptations/modifications and procedures as documented by the successful PDE peer monitoring in 2014. Throughout his entire career, Mr. Pat Scanlon commented that he had only monitored one school district who did slightly better than the Union School District on their monitoring.

- Supervision contracted with Riverview Intermediate Unit has proactively ensure federal and state compliance, addressed parent concerns and has resulted in no PDE complaints or Due Process Hearing in Union School District.
- Routine parental communication and positive rapport by administration and special education staff is well documented by the lack of PDE complaints or Due Process Hearings within Union School District.
- Implementation of adaptations, modifications and learning strategies, within the regular education curriculum, by the regular and special education staff, continues to promote the success of all eligible students within the least restrictive environment.
- The Union School District Administration participates actively in multi-disciplinary and IEP team meetings.
- Individualized Education Program (I.E.P.) meetings are extremely well attended by parents and developed according to specific individual needs. District staff ensures collaboration and active participation between agencies by carefully including them in the IEP process (OVR, MH/ID, CCCC, and CASSP).
- Consultative and direct services are provided through the professionals of Riverview Intermediate Unit #6, which includes hearing, vision, speech/language and consultative support.
- Consultative and direct service support from PaTTAN, particularly in the low incidence disability area of Hearing Impairments.
- Excellent and highly motivated professional and non-professional staff within Union School District.
- The knowledge and conscientiousness of administrative and professional staff in adhering to both federal and state mandates such as Gaskin.
- The collaborative efforts of the Union School District professional and non-professional staff to ensure the procedural safeguards of eligible students.
- Related services, provided by Riverview Intermediate Unit #6, include the excellent programs provided by the assigned Occupational Therapy and Physical Therapy staff members to support individual student access to the general education curriculum and participation in their least restrictive environment.
- Assigned staff receive basic training in American Sign Language.

- Union School District's commitment to special education is well demonstrated through the district's continuation of a full-time special education secretary.
- The employment of a school psychologist by the Union District School Board and Administration even though our number of students is low.
- The Union School District continues to utilize a web-based IEP writing program through Leader Services. This has enabled the teachers to draft IEP's in a time efficient manner and refocus their efforts on students and effective instruction.
- The Union School District implemented the use of DIBELS, CDT benchmark assessment and Study Island as tools to identify student needs, track student progress, and predict PSSA performance. Assessments are administered 3 times a year, and provides valuable data to drive and inform our instruction for all students.
- Many eligible students attend vocational educational programs through the Clarion County Career Center.
- The Union High School and Rimersburg Elementary, our intermediate elementary building, are in close proximity; therefore, peer tutoring, and collaboration between the two levels occurs frequently. Peer mentoring and after school tutoring programs are available, and have proven effective for those students enrolled.
- The district is involved with the Renaissance CHAMPS program, which allows an equal opportunity for all students to be acknowledge for their academic efforts.
- The district offers a distance learning course in Chinese.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Clarion Area Elementary/Clarion Area School District	Neighboring School Districts	IU Operated Emotional Support Classroom	1
Clarion Area Elementary/Clarion Area School District	Neighboring School Districts	IU Operated Life Skills Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hibbard/Union High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 19	22	0.7
Justification: Age range is in compliance per class period.							
Hibbard/Union High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 19	4	0.3
Justification: Age range is in compliance per class period.							

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: New hire due to staff member retiring.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elder/Union High	A	A building	Supplemental	Life	12 to	8	1

School	Junior/Senior High School Building	in which General Education programs are operated	(Less Than 80% but More Than 20%)	Skills Support	18		
Justification: Age range discrepancies are documented within student IEP's as discussed and agreed by IEP team members. Union High School operates a Life Skills Support program in the high school building, which houses grades 7 through 12. Students participating in this program are of relatively low incidence. Parents and staff support students remaining in their neighborhood school, whenever possible.							

Program Position #3*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2014

Reason for the proposed change: The IU LSS classroom will change from a Life Skills Support classroom to a multiple disabilities support classroom housed in Union School District's junior/senior building.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Union School District /Union High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	12 to 17	8	1
Justification: Age range discrepancies are documented within student IEP's as discussed and agreed by IEP team members.							

Program Position #4*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2014

Reason for the proposed change: Students' ages increased due to birthdays.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Boston/Union High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	16 to 17	2	0.2

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 25, 2014

Reason for the proposed change: Current caseload number and student age range has changed due to additional students being identified and/or students moving into to the Union School District.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Coradi/Rimersburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	17	0.8
Coradi/Rimersburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	3	0.2

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 24, 2015

Reason for the proposed change: Proposed new location for Wilson/Learning Support at Sligo Elementary School. The classroom is 30 feet by 28 feet, or 840 square feet. The proposed new location will better meet the needs of the learning support students, especially those with sensory issues. The proposed new location is more centrally located within the building.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wilson/Sligo Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	12	0.5
Wilson/Sligo Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	5	0.5

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2014

Reason for the proposed change: Current caseload number changed due to changes in student identification, withdrawal and enrollment.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Jack/Union High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	13 to 18	9	0.25
Justification: Age range is in compliance per class period.							
Jack/Rimersburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	9 to 12	13	0.2
Jack/Sligo Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 9	19	0.3
Justification: Age range is in compliance per class period.							

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 25, 2014*Average square feet in regular classrooms:* 58 sq. ft.*Square footage of this classroom:* 841 sq. ft. (29 feet long x 29 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Union School District/Sligo Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 8	3	1

Program Position #9*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* November 3, 2014*Average square feet in regular classrooms:* 900 sq. ft.*Square footage of this classroom:* 900 sq. ft. (30 feet long x 30 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Union School District/Rimersburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	9 to 12	5	1

Program Position #10

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 24, 2015

Average square feet in regular classrooms: 840 sq. ft.

Square footage of this classroom: 840 sq. ft. (30 feet long x 28 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wilson/Sligo Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	12	0.5
Wilson/Sligo Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	5	0.5

Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessional	Rimersburg Elementary School	1
Paraprofessional	Union High School	1
Personal Care Assistant	Union High School	1
Paraprofessional	Sligo Elementary School	1
Personal Care Assistant	Union High School	1
Personal Care Assistant	Union High School	1
Personal Care Assistant	Sligo Elementary School	1
Personal Care Assistant	Rimersburg Elementary School	1
High School Guidance Counselor	Union High School	1
Elementary Guidance Counselor	Sligo Elementary School and Rimersburg Elementary School	1
School Psychologist	Union School District K-12	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Special Education Supervisor	Intermediate Unit	0.5 Days

Occupational Therapist	Intermediate Unit	45 Minutes
Physical Therapist	Intermediate Unit	7 Minutes

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:

This question has not been answered.

District Accomplishments

Accomplishment #1:

The accomplishment is to increase literacy throughout all district levels through the use of technology and best practices in curriculum and instruction.

District Concerns

Concern #1:

A continued concern is the district literacy levels of our students.

Prioritized Systemic Challenges

Systemic Challenge #1 (*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.

Systemic Challenge #2 (*Guiding Question #13*) Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

Aligned Concerns:

A continued concern is the district literacy levels of our students.

District Level Plan

Action Plans

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

Related Challenges:

- Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and Keystone Exams

Specific Targets: PVASS data, Performance Profile

Strategies:

Common Assessment within Grade/Subject

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

SAS Alignment: Assessment, Instruction

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

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

SAS Alignment: Assessment, Instruction

Implementation Steps:

Pennsylvania Common Core Standards Alignment

Description:

Professional Development

Start Date: 7/1/2016 **End Date:** 6/30/2019

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

Supported Strategies:

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

Pennsylvania Common Core Standards Alignment

Description:

Professional Development

Start Date: 7/1/2016 **End Date:** 6/30/2019

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

Supported Strategies:

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

Appendix: Professional Development Implementation Step Details

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

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description					
7/1/2016	6/30/2019	Pennsylvania Common Core Standards Alignment	Professional Development					
		Person Responsible	SH	S	EP	Provider	Type	App.
		Superintendent, Building Principals	60. 0	30	20	Union School District	School Entity	Yes

Knowledge Review data in teams to make instructional decisions allowing the assessment data to drive the classroom instruction.

Supportive Research Review of PVASS data, PSSA data and using best practices for instruction.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

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

Participant Roles

Dir

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex
- School counselors
- Paraprofessional
- Other educational specialists
- Related Service Personnel
- Parents

Grade Levels

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Journaling and reflecting</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p> <p>Keystone Data</p>
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LEA Goals Addressed: #1 Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2016	6/30/2019	Pennsylvania Common Core Standards Alignment	Professional Development							

Superintendent, Building Principals	60. 0	30	20	Union School District	School Entity	Yes
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Knowledge

Review data in teams to make instructional decisions allowing the assessment data to drive the classroom instruction.

Supportive Research

Review of PVASS data, PSSA data and using best practices for instruction.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

LEA Whole Group Presentation
Series of Workshops

School Whole Group Presentation
 Department Focused Presentation
 Professional Learning Communities
 Offsite Conferences

Participant Roles	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Paraprofessional Other educational specialists Related Service Personnel Parents	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Journaling and reflecting	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity Portfolio

District Level Affirmations

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

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

No signature has been provided

Board President

Affirmed by Jean McCleary on 10/13/2015

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

Affirmed by John Milliron on 6/30/2015

Board President

Affirmed by Jean McCleary on 6/30/2015

Superintendent/Chief Executive Officer