

Meyersdale Area SD

**District Level Plan**

07/01/2019 - 06/30/2022

# District Profile

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## Demographics

309 Industrial Park Road  
 Meyersdale, PA 15552  
 (814)634-5123  
 Superintendent: Tracey Karlie  
 Director of Special Education: Angela Boutiller

## Planning Process

The comprehensive planning process started during the 2017-2018 school year. The administrative team reviewed the existing comprehensive plan, technology plan, professional development plan, special education plan and teacher induction plan in preparation for work on the new plans.

During the second semester, the district collected data through various surveys which included feedback from students, parents, faculty, staff and community members. A committee was formed that included all key stake holders. The committee reviewed the existing plan along with perception surveys to gain additional information in all areas covered by the comprehensive plan. The following dates served as meeting dates for that committee.

- March-April 2018                      Form Committee & Stakeholder Surveys
- Tuesday, April 24th                      6:00 pm -8:00 pm
- Tuesday, May 22nd                      6:00 pm -8:00 pm
- Tuesday, August 14th                      6:00 pm -8:00 pm
- October 3rd                                  Plan Completion and Presentation to School Board
- October 3rd - November 7th              Review Period
- November 7th Final Board Approval
- Final Submission

Early in the planning process the district administration determined methods for collecting data for the upcoming process. The district chose to use perception surveys to gain key stakeholder

feedback. Students were given time to complete perception surveys during school. The data obtained from perception and professional development surveys was shared with the planning committee as a starting point for discussion. After the committee was formed and had time to review the perception survey data.

After the majority of the plans were nearing completion, the committee presented an overview of the plans prior to a school board meeting. This public meeting was advertised and gave individuals an opportunity to gain information and give feedback.

## Mission Statement

**The Meyersdale Area School District is committed to providing educational opportunities that allow all learners to achieve their full potentials.**

## Vision Statement

We envision Meyersdale Area School District being a place where:

- Each student is a lifelong learner who contributes to an ever-changing, increasingly diverse world.
- School and community relations are valued in Meyersdale Area School District. Students, teachers, staff, parents and community members will share the responsibility of every child.
- The community is dedicated to ensuring that students acquire the knowledge and skills necessary to enhance and fully develop their unique capabilities.
- Each student is actively engaged in developing relevant knowledge, skills and attributes, both independently and collaboratively.
- Faculty is provided professional development opportunities that encourage student engagement in learning experiences across the school district.
- All members of the school community have access to appropriate technology.
- All members of the school community are committed to continuous improvement.

## Shared Values

We believe each student

- can strive for excellence and be successful given enough time and resources.
- is unique in abilities, interests, needs, and goals.

- should become an ethical decision-maker.
- needs a variety of educational opportunities that promote and enhance lifelong learning.

We believe learning

- is promoted by a nurturing and stimulating environment.
- is an interactive process in which each student must be engaged.
- is enhanced by access to technology.
- must be defined, measured and recognized in a variety of ways.
- is enhanced by respectful, positive, and collaborative relationships.

We believe educators

- promote learning through relationships, engagement, and assessment.
- benefit from continuing professional development.
- grow professionally from opportunities for collaboration with peers.

### **We believe effective schools**

- are safe, secure and healthy environments in which students can learn.
  - actively recognize, understand, and appreciate diversity.
  - actively engage the community in the educational process.
  - are accountable and add value to the community.
- provide resources to support adequate learning activities to implement vital educational opportunities including ethics and citizenship.
  - anticipate and adapt to changes within the local, national, and global context.
  - strive for excellence in the arenas of academics, arts and athletics.
  - create responsible world citizens through shared civic responsibility at all levels.
  - provide an environment that allows students to become problem solvers and critical thinkers.

## **Educational Community**

Meyersdale Area School District is a public school system serving approximately 800 students in southwestern Pennsylvania. It is located in southern Somerset County 20 miles south of Somerset and 10 miles north of the Maryland border along Pennsylvania Route 219. The district serves students in the Meyersdale, Garrett, and Wellersburg Boroughs, Summit, Greenville, Larimer, and Southampton Townships. Meyersdale Area is comprised of three school buildings. The rural area is rich in history and provides the community with a variety of nearby outdoor activities including skiing, biking, hiking, boating and whitewater rafting. Meyersdale is well known as the host of the Pennsylvania Maple Festival and located a few miles from Mount Davis, the highest elevation in Pennsylvania.

The Meyersdale Area School District prides itself in providing a safe and healthy learning environment for students. Meyersdale Area recognizes learning as a life-long pursuit requiring community involvement. The school district provides a comprehensive educational system from

pre-kindergarten through grade twelve, including regular instruction, special instruction, vocational education, dual college enrollment, and necessary support services. The goal of the school district is the "Pursuit of Excellence" in education. The faculty and staff is made up of 65 teachers, 40 support staff members, three supervisors and three administrators operate the district.

## Planning Committee

| Name            | Role   |
|-----------------|--|
| Tracey Karlie   | Administrator : Professional Education Special Education Schoolwide Plan               |
| Devin Pritts    | Administrator : Professional Education Special Education Schoolwide Plan               |
| Gidget Brooks   | Board Member : Special Education   |
| Ron Donaldson   | Board Member : Professional Education Schoolwide Plan                                  |
| Wayne Miller    | Building Principal : Professional Education Special Education Schoolwide Plan          |
| John Wilttrout  | Building Principal : Professional Education  |
| Rebecca Grube   | Business Representative : Professional Education                                       |
| Jeff McKenzie   | Business Representative : Professional Education Schoolwide Plan                       |
| Michael Paulman | Business Representative : Professional Education Schoolwide Plan                       |
| Shannon Brant   | Community Representative : Professional Education Schoolwide Plan                      |
| Tina Gnagey     | Community Representative : Professional Education                                      |
| Angel Floyd     | Ed Specialist - Instructional Technology : Professional Education Special Education    |
| Victor Gaibor   | Ed Specialist - Instructional Technology   |
| Angie Benning   | Ed Specialist - Other : Professional Education Schoolwide Plan                         |
| Cassie Arnold   | Ed Specialist - School Counselor : Professional Education                              |
| Julie Stahl     | Ed Specialist - School Counselor : Professional Education Special Education            |
| Angie Benning   | Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan |
| Julia Smith     | Elementary School Teacher - Regular Education : Professional Education                 |

|                 |   |
|-----------------|---|
| Joann Bolden    | High School Teacher - Regular Education :<br>Professional Education                     |
| Terri Karlie    | High School Teacher - Regular Education :<br>Professional Education                     |
| Tammy Edwards   | Middle School Teacher - Regular Education :<br>Professional Education Special Education |
| Craig Tresnicky | Middle School Teacher - Regular Education :<br>Professional Education                   |
| Rodney Reedy    | Middle School Teacher - Special Education :<br>Professional Education Special Education |
| Ginger Ackerman | Parent : Professional Education Special Education                                       |
| Dave Blaney     | Parent : Professional Education Schoolwide Plan   |
| Brian Witherite | Parent : Professional Education   |

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

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

Unaware of the "American School Counselor Association for Students" Standards  
 Due to ongoing revision of curriculum to the PA Core the District has not been able to advance a modified curriculum at this time. This is a planned next step.

#### Elementary Education-Intermediate Level

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

|   |              |              |
|---|--------------|--------------|
| PA Core Standards: English Language Arts  | Developing   | Accomplished |
| PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Non Existent | Accomplished |
| PA Core Standards: Mathematics  | Accomplished | Accomplished |
| Economics   | Developing   | Developing   |
| Environment and Ecology   | Developing   | Developing   |
| Family and Consumer Sciences  | Developing   | Developing   |
| Geography   | Developing   | Developing   |
| Health, Safety and Physical Education   | Developing   | Developing   |
| History   | Accomplished | Accomplished |
| Science and Technology and Engineering Education                                      | Accomplished | Accomplished |
| 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  | Accomplished | Accomplished |
| Interpersonal Skills  | Accomplished | Accomplished |
| School Climate  | Accomplished | Accomplished |

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

Unaware of the "American School Counselor Association for Students" Standards.

The Alternate Standards will be addressed in depth once the transition to the PA Core standards is completed.

The Social Science fields have been impacted by recent budget cuts and the lack of emphasis from PSSA testing.

Future meetings will be planned in 2018-2019 school year to discuss mapping and alignment and address out intermediate elementary-level social studies curriculum situation.

### Middle Level

| Standards   | Mapping      | Alignment    |
|---|--------------|--------------|
| Arts and Humanities   | Accomplished | Accomplished |
| Career Education and Work   | Accomplished | Accomplished |
| Civics and Government   | Accomplished | Accomplished |
| PA Core Standards: English Language Arts  | Developing   | Developing   |
| PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Developing   | Developing   |
| PA Core Standards: Mathematics  | Accomplished | Accomplished |
| Economics   | Developing   | Accomplished |
| Environment and Ecology   | Accomplished | Accomplished |
| Family and Consumer Sciences  | Accomplished | Not answered |
| 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      | Developing        | Developing        |
| Alternate Academic Content Standards for Reading   | Needs Improvement | Needs Improvement |
| American School Counselor Association for Students | Needs Improvement | Needs Improvement |
| English Language Proficiency                       | Accomplished      | Accomplished      |
| Interpersonal Skills                               | Accomplished      | Accomplished      |
| School Climate                                     | Accomplished      | Accomplished      |
| World Language                                     | Non Existent      | Non Existent      |

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

There is no world language program in our elementary.

Alternate Standards will be addressed in depth once the PA Core transition is completed.

### High School Level

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

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

N/A

### *Adaptations*

**Elementary Education-Primary Level***Checked answers**None.**Unchecked answers**None.***Elementary Education-Intermediate Level***Checked answers**None.**Unchecked answers**None.***Middle Level***Checked answers**None.**Unchecked answers**None.***High School Level***Checked answers**None.**Unchecked answers**None.*

Explanation for any standards checked:

The District is currently in the process of working to implement the new PA Core standards. As a result expanding and improving them has not been a target of any recent projects.

**Curriculum*****Planned Instruction*****Elementary Education-Primary Level**

| <b>Curriculum Characteristics</b>  | <b>Status</b> |
|--|---------------|
| Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area. | Accomplished  |
| Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.       | Developing    |

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

Processes used to ensure Accomplishment:

The District will complete the process of creating and articulating a planned course of study for each subject. The District's process to develop planned courses, outline instructional outcomes, and articulate courses with their counterparts will be utilized to complete the transition to the new PA Core standards. Additionally, with the addition of a cyclic data review cycle the District's curriculum process is in a state of constant review and revision.

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

N/A

### Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

The District will complete the process of creating and articulating a planned course of study for each subject. The District's process to develop planned courses, outline instructional outcomes, and articulate courses with their counterparts will be utilized to complete the transition to the new PA Core standards. Additionally, with the addition of a cyclic data review cycle the District's curriculum process is in a state of constant review and revision.

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

N/A

### Middle Level

| Curriculum Characteristics  | Status       |
|---|--------------|
| Objectives of planned courses, instructional units or interdisciplinary | Accomplished |

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

Processes used to ensure Accomplishment:

The District will complete the process of creating and articulating a planned course of study for each subject. The District's process to develop planned courses, outline instructional outcomes, and articulate courses with their counterparts will be utilized to complete the transition to the new PA Core standards. Additionally, with the addition of a cyclic data review cycle the District's curriculum process is in a state of constant review and revision.

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

N/A

### High School Level

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

Processes used to ensure Accomplishment:

The Director of Curriculum will complete the process of creating and articulating a planned course of study for each subject. The District's process to develop planned courses, outline instructional outcomes, and articulate courses with their counterparts will be utilized to complete the transition to the new PA Core standards. Additionally, with the addition of a cyclic data review cycle the District's curriculum process is in a state of constant review and revision.

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

N/A

## ***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 District provides for curricular modifications through the following methodologies:

1. Through the identification of mastery skills instruction is able to isolate the absolute most fundamental skills to be learned in each course. An understanding of the importance of these skills provides focus to the students and ensures the mastery of basic skills in each course. Mastery skills are skills that provide the foundation for understanding and application for the rest of the course. For this reason they provide content guidance for specific curricular modifications.
2. Through curricular identification of spiral review opportunities accommodations are able to be made to provide opportunities for skills to be relearned and mastered. Spiral review of all content is planned within and between articulated courses.
3. Through varied instructional practices faculty are able modify the level (Webb DOK) level of unit and course outcomes to scaffold instruction toward mastery. The curriculum has been written to match or exceed the level of outcome expected by the standards/eligible content. Through the implementation of an IEP faculty are able to make instructional modifications based on the level of instruction.

## **Instruction**

### ***Instructional Strategies***

#### *Checked Answers*

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

#### *Unchecked Answers*

- Instructional Coaching

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Administrators
- Building Supervisors

##### *Unchecked Answers*

- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

The process is driven by the goal of ensuring the implementation of the curriculum. All members of the administrative team work to check that the curriculum is being taught in the most effective means. The building Principals all review lesson plans weekly to validate instructional alignment to the curriculum. Observations, both formal and informal, are completed to verify that the planned instruction represented in the lesson plans is actually being effectively taught. In the event that a misalignment is found, both formal and informal methods of correction are employed. In extreme cases unsatisfactory evaluations and professional plans of improvement are developed.

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

The District lacks the financial resources to hire instructional coaches yet, at the same time, embraces the support and instructional benefit potential of coaching. For that reason the District intends to continue to enhance the professional learning community approach to our professional development. Department chairs host, organize and facilitate the direction of their PLC. It is the goal of the District to move this professional development from a "meeting" to an "embedded" approach. The embedded approach will find the PLC members collaborating and supporting one another in a coaching fashion.

### ***Responsiveness to Student Needs***

#### **Elementary Education-Primary Level**

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

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

*This narrative is empty.*

#### **Elementary Education-Intermediate Level**

| <b>Instructional Practices</b>  | <b>Status</b>       |
|---|---------------------|
| 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.                                       | Implemented in      |

|  |                                    |
|--|------------------------------------|
|  | 50% or more of district classrooms |
| A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students. | Full Implementation                |

If necessary, provide further explanation. (Required explanation if column selected was *This narrative is empty.*)

### Middle Level

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

If necessary, provide further explanation. (Required explanation if column selected was *This narrative is empty.*)

### High School Level

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

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

Differentiation is provided on a course-by-course basis and not consistently within courses. For example a student may select from four different level of English courses but once the course is selected differentiation isn't consistently provided.

## Recruitment

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

The District has established a competitive starting salary to encourage the most effective and highly qualified teachers to apply and accept employment in the District. Additionally, to retain these teachers the District has an excellent induction program and support system to sustain their employment. Additional work needs to be done in the area of retention so new faculty remain in the school. The District has operated with a 100% highly qualified staff in place for many years.

## Assessments

### Local Graduation Requirements

| Course Completion  | SY 19/20 | SY 20/21 | SY 21/22 |
|--|----------|----------|----------|
| Total Courses  | 26.00    | 26.00    | 26.00    |
| English  | 4.00     | 4.00     | 4.00     |
| Mathematics  | 3.00     | 3.00     | 3.00     |
| Social Studies   | 4.00     | 4.00     | 4.00     |
| Science  | 3.00     | 3.00     | 3.00     |
| Physical Education   | 2.00     | 2.00     | 2.00     |
| Health   | 1.00     | 1.00     | 1.00     |
| Music, Art, Family & Consumer Sciences, Career and Technical Education | 0.00     | 0.00     | 0.00     |
| Electives  | 9.00     | 9.00     | 9.00     |
| Minimum % Grade Required for Credit (Numerical Answer)                 | 60.00    | 60.00    | 60.00    |

### Graduation Requirement Specifics

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

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



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

*Unchecked answers*

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score

established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

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

### *Local Assessments*

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

### *Methods and Measures*

#### **Summative Assessments**

| <b>Summative Assessments</b>               | <b>EEP</b> | <b>E EI</b> | <b>ML</b> | <b>HS</b> |
|--|------------|-------------|-----------|-----------|
| PSSA                                       |            | X           | X         |           |
| Keystone Exams                             |            |             | X         | X         |
| Stanford Achievement Tests (or equivalent) | X          |             |           |           |

#### **Benchmark Assessments**

| <b>Benchmark Assessments</b> | <b>EEP</b> | <b>E EI</b> | <b>ML</b> | <b>HS</b> |
|------------------------------|------------|-------------|-----------|-----------|
| Fountas and Pinnell Reading  | X          | X           |           |           |

#### **Formative Assessments**

| <b>Formative Assessments</b> | <b>EEP</b> | <b>E EI</b> | <b>ML</b> | <b>HS</b> |
|------------------------------|------------|-------------|-----------|-----------|
|------------------------------|------------|-------------|-----------|-----------|

|                                 |   |   |   |   |
|---------------------------------|---|---|---|---|
| Various Classroom based methods | X | X | X | X |
|---------------------------------|---|---|---|---|

### Diagnostic Assessments

| Diagnostic Assessments | EEP | EI | ML | HS |
|------------------------|-----|----|----|----|
| DIBELS                 | X   | X  |    |    |
| CDT's                  |     | X  | X  | X  |

### Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Faculty carefully plan for assessment, based on the learning they desire for students to demonstrate, following a given unit or course of study. The assessments are then designed by the individual or group of teachers with careful alignment to the curriculum. Alignment is validated by any of the aforementioned validation methods.

### 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.

Local assessments or proficiency used for graduation requirements are developed by means of a consortium under the direction of the IU08.

### Collection and Dissemination

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

All state assessment data is gathered, organized and analyzed by the district. Following this analysis all files are posted in the District share file for faculty access. Additionally, these files are presented annually and utilized for numerous professional development trainings. Finally, individual student test results are contained within the District's management

system and accessible by faculty who are assigned the instructional duties of a student. This same system permits access to the student and their parents.

### *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.

Students who do not demonstrate proficiency may participate in any or all of the following:

1. Accelerated Programming
2. Tutoring
3. Enrollment in Remediation Course
4. Participation in online remediation.
5. After school tutoring/remediation
6. Classroom instructional and material modifications

### *Assessment Data Uses*

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

Provide brief explanation of the process for incorporating selected strategies.

Faculty work from a curriculum that is directly aligned to PA anchors, eligible content and standards. As a result, as objectives from the curriculum are taught, the alignment to standards is achieved.

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

Assessment results are tied to the units of studies prescribed within the curriculum. Indirectly this connects assessment results to standards. Additionally, the District's

gradebook system will support the tagging of assessment results to standards to create a standards based report card. This option will be considered by members of the school board, administration and department chairs.

### ***Distribution of Summative Assessment Results***

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

Provide brief explanation of the process for incorporating selected strategies.

The District has developed significant goals related to community and parent involvement. Consequently sharing the results of test scores is a practice that is used regularly to gain support for programs and initiatives.

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

The strategies not selected are either unavailable, deemed not appropriate or found not to be effective strategies.

## **Safe and Supportive Schools**

### ***Assisting Struggling Schools***

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

The Meyersdale Area School District provides safe and supportive schools for all students. If schools are unable to reach annual student achievement targets, planning committees comprised of administrators, faculty, councilors, and other stakeholders work to develop strategies that will focus on areas needing improvement. This strategy is also used for subgroups that may be under achieving.

### *Programs, Strategies and Actions*

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

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

Positive Behavior - The high school and middle school have an informal mentoring program. All levels have a Raider Pride recognition. The elementary school recently instituted a school-wide positive behavioral program.

Peer Helper Program - Opportunities for peer helper programs are being developed in conjunction with a CEC program.

### *Screening, Evaluating and Programming for Gifted Students*

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

Awareness activities are conducted annually to inform the public of the Gifted Education services and programs offered that include: providing information on the school district's website to inform the public of the gifted education elements, screening, evaluation, and planning process. In addition, information is dispersed through an informational brochure at parent attended school events. Beginning with the 2019-20 school year, Gifted Education

services, programs and screening process will be published in the Student Handbook and/or District Newsletter.

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

The Meyersdale Area School District utilizes an established Child Find process and multi-criteria screening measures for locating students who are thought to be gifted and potentially in need of Specially Designed Instruction.

Following the Pennsylvania Department of Education's approach in the identification of Gifted Students, a referral for identification is initiated when a parent requests an evaluation, or the District's screening process indicates the possibility of the student being gifted.

The District Screening procedures can be initiated by a Parent request, Teacher request, Building Principal, School Psychologist, and/or School Guidance Counselor.

Report Cards, Cumulative Records, Current Academic Grades, Anecdotal information from the teachers, direct observations, State Assessment Data, Student Work Samples, Achievement Scores from Dibels, Star Reader, Study Island, and Classroom Diagnostic Test Scores, or any other pertinent assessments, are gathered for review by the Building Principal, School Psychologist, Director of Special Education, and/or School Guidance Counselor for pre-determination of gifted potential and referral, if determined, for a Gifted Multidisciplinary Evaluation.

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

Prior to completing the Gifted Multidisciplinary Evaluation (GMDE), the Meyersdale Area School District will have obtained informed parental consent through an issuance of Permission to Evaluate form (PTE). A Procedural Safeguards Notice will be issued to parents with the PTE.

The Gifted Multidisciplinary Team (GMDT) will complete the evaluation no later than 60 calendar days after the district receives a signed Permission to Evaluate.

A Gifted Written Report is provided to the parent within 60 calendar days.

Meyersdale Area School District sends Procedural Safeguards Notices with all Permissions to Evaluate.

Meyersdale Area School District obtains a signed Permission to Evaluate form from the parent.

The Gifted Multidisciplinary Team (GMDT) is composed of the following people: student's teachers, school psychologist, outside agencies, and the student.

The GMDT conducts the evaluation to investigate information relevant to the student's suspected giftedness including the following: academic functioning, learning strengths, rates of acquisition/retention, curriculum based assessments, direct classroom observations, and educational needs. Information from the screening process, parent input, and teacher input will also be reviewed. Formal individual evaluations will measure both intellectual functioning and academic achievement.

The GMDT prepares a Gifted Written Report (GWR) that summarizes information and finds from the evaluation concerning the student's educational needs and strengths. The report will make recommendations as to whether the student is gifted and in need of specially designed instruction. The GWR will also indicate the basis for those recommendations, and include recommendations for the student's programming.

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

The Meyersdale Area's Gifted Programming is differentiated based on the identified individual needs of the gifted student, as outlined in their Gifted Individualized Education Plan. The District currently has one District Gifted Teacher Coordinator and one Gifted teacher who assists with programming for grades K-12. Gifted programming provides opportunities for Acceleration, Enrichment, or a combination of both Acceleration/Enrichment.

The Meyersdale Area School District offers the following Gifted Programming:

Opportunities for gifted students to collaborate with their intellectual peers

Educational experiences that extend beyond the school day to include: job shadowing, college visitations, college class audits, field trips, etc.

Independent Studies

Subject Advancement

Curriculum compacting

Earlier access to Advanced Placement Courses



Multiple Advanced Placement Courses within the same school year

Earlier access to Foreign Language Courses

Online Courses provided through Meyersdale Area Cyber Academy, a partnership with Open Campus/Appalachia Intermediate Unit 8

Dual Enrollment

Enrichment opportunities within the classroom for multiple subjects provided by the gifted coordinator, gifted teacher, and/or classroom teacher

Competition in the local, state, and national academic games

*(Please note gifted programming is not limited to the above mentioned offerings.)*

### ***Developmental Services***

| <b>Developmental Services</b>                           | <b>EEP</b> | <b>EEI</b> | <b>ML</b> | <b>HS</b> |
|---|------------|------------|-----------|-----------|
| 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          |           |           |
| Wellness/Health Appraisal                               | X          | X          | X         | X         |

Explanation of developmental services:

Other measures in place build upon the RtII framework that has been successful for our district.

### ***Diagnostic, Intervention and Referral Services***

| <b>Diagnostic, Intervention and Referral Services</b> | <b>EEP</b> | <b>EEI</b> | <b>ML</b> | <b>HS</b> |
|---|------------|------------|-----------|-----------|
| 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:

The Commonwealth of Pennsylvania's Student Assistance Program (SAP), which is administered by the PA Department of Education's Division of Student and Safe School Services in partnership with the PA Department of Health's Bureau of Drug and Alcohol Programs, and the PA Department of Public Welfare's Office of Mental Health and Substance Abuse Services, is designed to assist school personnel in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success. The primary goal of the Student Assistance Program (SAP) is to help students overcome these barriers in order that they may achieve, remain in school, and advance. While Student Assistance Programs exist in other areas of the country, the structure and operation of the program in Pennsylvania is a unique expression of an integrated model serving the needs of Pennsylvania families and their students.

SAP is a systemic process using techniques to mobilize school resources to remove barriers to learning. The core of the program is a professionally trained team, including school staff and liaisons from community alcohol and drug and mental health agencies. SAP team members are trained to identify problems, determine whether or not the presenting problem lies within the responsibility of the school and to make recommendations to assist the student and the parent. When the problem lies beyond the scope of the school, the SAP team will assist the parent and student so they may access services within the community. The student assistance team members do not diagnose, treat or refer to treatment; but they may refer for a screening or an assessment for treatment.

There are four phases to the student assistance process:

#### **Referral**

- Anyone can refer a student to SAP when they are concerned about someone's behavior -- any school staff, a student's friend, a family member or community member. The students themselves can even go directly to the SAP team to ask for help. The SAP team contacts the parent for permission to proceed with the SAP process.

#### **Team Planning —**

The SAP team gathers objective information about the student's performance in school from all school personnel who have contact with the student. Information is also collected from the parent. The team meets with the parent to discuss the data collected and also meets with the student. Together, a plan is developed that includes strategies for removing the

learning barriers and promoting the student's academic and personal success to include in-school and/or community-based services and activities.

#### **Intervention and Recommendations**

— The plan is put into action. The team assists in linking the student to in-school and/or community-based services and activities. The team might recommend a drug and alcohol or mental health assessment.

#### **Support and Follow-Up**

— The SAP team continues to work with and support the student and their family. Follow-up includes monitoring, mentoring, and motivating for academic success.

It is the parent's right to be involved in the process and to have full access to all school records under the applicable state and federal laws and regulations. Involvement of parents in all phases of the student assistance program underscores the parents' role and responsibility in the decision—making process affecting their children's education and is key to the successful resolution of problems.

The student assistance process is based upon state guidelines, professional standards and policies, and procedures adopted by the local school board of directors. Professional training for team members in all phases of the student assistance process, which is consistent with state guidelines and conducted by a Commonwealth approved training provider, is required to ensure the appropriateness of the recommended services, effective interagency collaboration and compliance with state and federal laws protecting the privacy rights of parents and students.

The training of team members by a Commonwealth-approved training provider, ensures the board of school directors, school administrators, parents, students, and the public that team members have received up-to-date professional training consistent with accountable standards and appropriate procedures. Guidelines for the Commonwealth Student Assistance Program training system contain training standards and competencies for SAP team professionals.

For those students receiving treatment through a community agency, the student assistance team, in collaboration with parents and the agency, can assist in helping plan in-school support services during and after treatment. The team's effectiveness in helping the student and the parent remove the barriers to learning and improve student performance depends on the training of the individual team members, maintenance of the student assistance process, level of administrative commitment and board support, active parent and student involvement and the available resources both in school and the community.

The Meyersdale Area School District currently provides student assistance services for grades Kindergarten through twelve. Our team consists of administrators, teachers, the school nurse, athletic director, and outside liaisons. The team meets every Thursday over lunch.

### ***Consultation and Coordination Services***

| <b>Consultation and Coordination Services</b>          | <b>EEP</b> | <b>E EI</b> | <b>ML</b> | <b>HS</b> |
|--|------------|-------------|-----------|-----------|
| 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:

The Meyersdale Area School District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth and development, and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement. To ensure the health and well-being of all students, the MASD Board establishes that the district shall provide to students:

1. A comprehensive nutrition program consistent with federal and state requirements.
2. Access at reasonable cost to foods and beverages that meet established nutritional guidelines.
3. Physical education courses and opportunities for developmentally appropriate physical activity during the school day.
4. Curriculum and programs for grades K-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.

### *Communication of Educational Opportunities*

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

### *Communication of Student Health Needs*

| <b>Communication of Student Health Needs</b>             | <b>EEP</b> | <b>E EI</b> | <b>ML</b> | <b>HS</b> |
|--|------------|-------------|-----------|-----------|
| 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  |            |             |           |           |
| 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.

Communication between classroom teachers and intervention specialists is ongoing. These individuals communicate on a constant basis.

### *Community Coordination*

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

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

The school communicates frequently with the daycare and preschool establishments in the community, as well as the community based preschool/Headstart program housed in our building. Transition meetings are held prior to early intervention students enrolling in kindergarten. School transportation accomodates afterschool child care drop off locations. A co-op school to work program in coordination with the Somerset County Technology Center and local business is supported and facilitated by the school. School sponsored after school academic tutoring is available to all middle school and high school students for athletic eligibility, as well as on a voluntary basis for all middle/high school students.

### ***Preschool Agency Coordination***

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

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

Transition meetings are held prior to the start of kindergarten to address the needs of children with disabilities who have been served through early intervention services. Pre-kindergarten programs, operated by Tableland community agency, are housed in the LEA. The LEA cooperates and communicates with these classrooms to address needs and concerns for a successful preschool experience.

Transition from early childhood to kindergarten is supported through kindergarten orientation opportunities. A springtime information session is provided. Kindergarten screening also provides information to parents, as well as meet the teacher opportunities prior to the start of school.

## **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.

Building level administration are responsible to ensure that materials and resources are adequate, available and utilized.

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

N/A

#### 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.

Building level administration are responsible to ensure that materials and resources are adequate, available and utilized.

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

N/A

#### Middle Level

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

|   |  |
|---|--|
| student motivation, performance and educational needs |  |
|---|--|

Provide explanation for processes used to ensure Accomplishment.

Building level administration are responsible to ensure that materials and resources are adequate, available and utilized.

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

N/A

### High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Building level administration are responsible to ensure that materials and resources are adequate, available and utilized.

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

N/A

### *SAS Incorporation*

#### Elementary Education-Primary Level

| Standards                 | Status  |
|---------------------------|---|
| Arts and Humanities       | Implemented in 50% or more of district classrooms |
| Career Education and Work | Full Implementation                               |
| Civics and Government     | Implemented in 50% or more of district classrooms |



|   |   |
|---|---|
| PA Core Standards: English Language Arts  | Full Implementation                               |
| PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Implemented in 50% or more of district classrooms |
| PA Core Standards: Mathematics  | Full Implementation                               |
| Economics   | Implemented in 50% or more of district classrooms |
| Environment and Ecology   | Full Implementation                               |
| Family and Consumer Sciences  | Not Applicable                                    |
| 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                                    | Not Applicable                                    |
| Early Childhood Education: Infant-Toddler&rarr;Second Grade                           | Full Implementation                               |
| English Language Proficiency  | Full Implementation                               |
| Interpersonal Skills  | Implemented in 50% or more of district classrooms |
| School Climate  | Implemented in 50% or more of district classrooms |

Further explanation for columns selected "

All N/A options are not available to the grade level.

### Elementary Education-Intermediate Level

| Standards   | Status  |
|---|---|
| Arts and Humanities   | Implemented in 50% or more of district classrooms |
| Career Education and Work   | Full Implementation                               |
| Civics and Government   | Implemented in 50% or more of district classrooms |
| PA Core Standards: English Language Arts  | Full Implementation                               |
| PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Implemented in 50% or more of district classrooms |
| PA Core Standards: Mathematics  | Full Implementation                               |
| Economics   | Implemented in 50% or more of district classrooms |
| Environment and Ecology   | Full Implementation                               |
| Family and Consumer Sciences  | Not Applicable                                    |
| 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 | Not Applicable                                    |
| English Language Proficiency                       | Full Implementation                               |
| Interpersonal Skills                               | Implemented in 50% or more of district classrooms |
| School Climate                                     | Implemented in 50% or more of district classrooms |

Further explanation for columns selected "

American School Counselor resources are not utilized.

### Middle Level

| Standards   | Status  |
|---|---|
| Arts and Humanities   | Full Implementation                               |
| Career Education and Work   | Implemented in 50% or more of district classrooms |
| Civics and Government   | Full Implementation                               |
| 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   | Full Implementation                               |
| Environment and Ecology   | Full Implementation                               |
| Family and Consumer Sciences  | Full Implementation                               |
| Geography   | Full Implementation                               |
| 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 |
| American School Counselor Association for Students | Not Applicable                                    |
| English Language Proficiency                       | Full Implementation                               |
| Interpersonal Skills                               | Implemented in 50% or more of district classrooms |
| School Climate                                     | Implemented in 50% or more of district classrooms |
| World Language                                     | Not Applicable                                    |

Further explanation for columns selected "

American School Counselor resources are not utilized. World Language program begins at grade 9.

### High School Level

| Standards   | Status              |
|---|---------------------|
| Arts and Humanities   | Full Implementation |
| Career Education and Work   | Full Implementation |
| Civics and Government   | Full Implementation |
| 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   | Full Implementation |
| Environment and Ecology   | Full Implementation |
| Family and Consumer Sciences  | Full Implementation |
| Geography   | Full Implementation |
| Health, Safety and Physical Education   | Full Implementation |
| History   | Full                |

|  |   |
|--|---|
|  | Implementation                                    |
| Science and Technology and Engineering Education   | Full Implementation                               |
| Alternate Academic Content Standards for Math      | Full Implementation                               |
| Alternate Academic Content Standards for Reading   | Full Implementation                               |
| American School Counselor Association for Students | Not Applicable                                    |
| English Language Proficiency                       | Full Implementation                               |
| Interpersonal Skills                               | Implemented in 50% or more of district classrooms |
| School Climate                                     | Implemented in 50% or more of district classrooms |
| World Language                                     | Full Implementation                               |

Further explanation for columns selected "

American School Counselor resources are not utilized.

### *Early Warning System*

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

*Not answered*

### **Professional Education**

#### *Characteristics*

| <b>District's Professional Education Characteristics</b>  | <b>EEP</b> | <b>E EI</b> | <b>ML</b> | <b>HS</b> |
|---|------------|-------------|-----------|-----------|
| 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   | X          | X           | X         | X         |

|  |   |   |   |   |
|--|---|---|---|---|
| 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 |

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

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

The District has worked to develop an approach to professional education that is designed to meet the needs of each individual. While this system is still evolving and improving the following strategies have been effectively incorporated.

1. Traditional professional development.
2. Book studies
3. Online courses
4. PLC approach at the department level
5. Individualized development of improvement plans (mandatory and optional).
6. College classes

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

N/A. Although, while in place, it is believed that additional focus on the professional development of administration, beyond time spent learning how to implement PDE initiatives (teacher evaluation system, PSSA/Keystone exams, etc), would be valuable.

### ***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:   |
| 11/21/2013 First round of training for faculty and staff                                |
| 3/7/2014 Second round of training for faculty and staff                                 |
| The LEA plans to conduct the required training on approximately:                        |
| 11/27/2018 Upcoming training on Act 80 day for all faculty and staff that need updated. |

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

| Questions  |
|--|
| The LEA has conducted the training on:   |
| 12/30/2015 Initial 3 hour session completed in 15-16 school year                                   |
| 12/30/2016 1 hour refresher course completed in 16-17 school year                                  |
| The LEA plans to conduct the training on approximately:  |
| 12/30/2019 Faculty and staff will complete additional training beginning in 2019-2020 school year. |

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.

*This section was not answered.*

## **Strategies Ensuring Fidelity**

### *Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Professional Education is evaluated to show its impact on teaching practices and student learning.

### *Unchecked answers*

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

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

The Director of Curriculum is responsible for oversight of these strategies.

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

The District needs to continue to work to improve the culture of professional development that permits for assessment and observation of implementation. Historically the District expects that faculty implement professional development and operate on a professionally ethical level to ensure implementation. In the future the District needs to evolve to a place where those ethics are supported by an evaluation that is designed to support faculty to show that their implementation is successful. In other words, professional ethics will drive that faculty are implementing what they are asked to do but an evaluation/observation will support that it is also effective.

## *Induction Program*

### *Checked answers*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.



- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will develop an understanding of the community and how the school works with the community to foster success.
- Inductees will be able to implement the safe school procedures developed by the District.
- Inductees will understand and demonstrate their understanding of professional ethics.

*Unchecked answers*

*None.*

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

The Director of Curriculum is responsible for ensuring the implementation of the goals outlined in the Induction Plan.

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

N/A - The District recognizes and supports the importance of a strong induction plan.

### ***Needs of Inductees***

*Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- New Teacher Handbook

*Unchecked answers*

*None.*

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

The Administrative Team is responsible to ensure that all of the above tools are utilized, when appropriate, to support the growth of our new teachers.

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

N/A

### ***Mentor Characteristics***

*Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- 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).

*Unchecked answers*

- Potential mentors must be willing to accept additional responsibility.
- 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 administration meets to designate appropriate mentors for new teachers following these criteria.

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

All faculty have a common prep at the end of the day to meet; consequently schedules are not considered.

### ***Induction Program Timeline***

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

If necessary, provide further explanation.

*This narrative is empty.*

### ***Monitoring and Evaluating the Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

Annually, all new teachers and their mentors complete a survey and needs assessment designed to determine the effectiveness of the Induction program. These are completed under the direction of the Director of Curriculum.

### ***Recording Process***

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

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

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

*Unchecked answers*

*None.*

## Special Education

### *Special Education Students*

Total students identified: **119**

### *Identification Method*

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

The Meyersdale Area School District currently uses the discrepancy model to identify students with learning disabilities. The process begins when school staff or a parent communicates their concerns that a student is showing academic or behavioral difficulties that merit attention. Pre-referral interventions are reviewed or considered for implementation. The school district Special Education Coordinator sends a Permission to Evaluate form to the parent or guardian, who signs and returns this. Members of the multidisciplinary evaluation team are selected and begin to generate additional data or communicate the currently existing information they know about the child's school functioning. The scope of the evaluation information considered is comprehensive enough to determine if the child meets the eligibility criteria for any of the physical or mental disabilities as defined in Chapter 14 of the PA School Code, AND whether that student needs specially designed instruction. The Evaluation Report of the multidisciplinary team is compiled by the Certified School Psychologist. As part of that Evaluation Report, the Determination of Specific Learning Disability component is completed and attached with documentation for items 1 to 10 of the Evaluation Report.

First, it is determined that the child does not achieve adequately for age or grade equivalent standards in one or more of the eight areas involved in language, spoken or written: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, math calculations, or math problem solving. Next, it is determined if there is a discrepancy that is not primarily due to any of the following: visual, hearing or motor problems, mental retardation, emotional disturbance, cultural and/or environmental/economic issues, or limited English proficiency. Also, a careful analysis occurs of the different levels of intervention that have been employed through the Child Study Team and Student Assistance Team mechanisms within the school environment. Finally, it is ruled out that the discrepancy is not due to lack of appropriate instruction in reading or math. This Evaluation Report is then provided to the parent or

Guardian within 60 calendar days from when the signed Permission to Evaluate is received by the School District. Finally, the IEP Team meeting is scheduled and convened, information is shared and recommendations are developed; and finally the NOREP is prepared and presented to the parent or Guardian.

### ***Enrollment***

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

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

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

Review, of Meyersdale Area School District Special Education Data Report, indicates that the district's percentage of students receiving special education was 14.3% which is lower than the state which is at 16.5%. This percentage is not noted as significantly disproportionate. Analysis, of the percentage breakdowns of students within specific disability categories, indicates the district with higher percentages in Specific Learning Disability and Intellectual Disability when compared to the state. This data trend has been indicated consistently as the MASD is at a 53% low income level as indicated by free and reduced lunch participants. Also, the small size and location of the district finds more transient families moving in and out of the district frequently and many come to the district with children already receiving Special Education programs and 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?

Within the Meyersdale Area School District, currently there are no children's institutions or residential facilities . Given that such a facility or institution would come into the District, Meyersdale Area School District would work with the IU08 staff and the staff from the local facility to ensure that children in these facilities receive the education, special education, and Section 504 protections they require, including, when appropriate, the right to FAPE in the LRE.

Given that the Meyersdale Area School District is not a host entity. If we were a host district, we would have our Special Education Supervisors meet with educational staff from the facilities to make sure that all special education paperwork followed IDEA requirements and updates were scheduled as

needed. We would also discuss educating students in the LRE and how the facility could promote more inclusion throughout the community and within the school district. We would work with IU 08 to promote inclusion within our public school system whenever possible for classes and activities.

Currently there are no problems or barriers that exist which limit the School District's ability to meet its obligations under 1306. While no facilities currently exist within the district, it is difficult to identify what barriers might limit the School District's ability to meet its obligations under 1306. The Meyersdale School District strives to provide a free and appropriate public education to all students served.

### *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 Meyersdale School District contracts with the IU8 for services to ensure that incarcerated youth, needing Special Education services, are identified, evaluated, and if eligible, receive a free and appropriate public education. The district currently has no identified students who are incarcerated. If this would occur, the MASD would contact the IU8 and both entities would engage in collaborative efforts to identify the student and provide appropriate services through notification of their findings and information and which would, in turn, be submitted through the PIMS/Penn Data tracking system.

### *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.

1.

The district Special Education Coordinator, who serves as the Local Agency Representative in conjunction with the building level principals, are present during all IEP meetings including those in public/private institutions. The Coordinator insures that the IEP team follows the appropriate protocol for IEP development and placement determination. At an IEP meeting, a student's present educational levels, strengths, and needs are first addressed. Goals, objectives, and specially designed instruction are then developed and every consideration is given toward programming options within the least restrictive environment. Those areas identified in the IEP team meeting that can not be adequately addressed in an inclusive setting with supplementary aids and services will be accommodated through special education programming and services. PaTTAN and Intermediate Unit consultants have provided training in the use of The Supplementary Aids and Services Toolkit, which guides teams through steps that lead to the identification of services and supports to enable a student with a disability to learn and succeed within general education classroom settings. These consultants are available to provide on-site support to district Special Education staff. District Special Education staff was trained in the utilization of the SAS Toolkit during the most recent Special Education Plan period at a county inservice program.

2.

The district Special Education Coordinator in conjunction with building principals, serve as the LEA, is present during all IEP meetings including those in public/private institutions. The Coordinator insures that the IEP team follows the appropriate protocol for IEP development and placement determination. At an IEP meeting, a student's present educational levels, strengths, and needs are first addressed. Goals, objectives, and specially designed instruction are then developed and every consideration is given toward programming options within the least restrictive environment. Those areas identified in the IEP team meeting that can not be adequately addressed in an inclusive setting with supplementary aids and services will be accommodated through special education programming and services. PaTTAN and Intermediate Unit consultants have been trained in the use of The Supplementary Aids and Services Toolkit, which guides teams through steps that lead to the identification of services and supports to enable a student with a disability to learn and succeed within general education classroom settings. These consultants are available to provide on-site support to district Special Education staff. District Special Education staff has been trained in the utilization of the SAS Toolkit during the most recent Special Education Plan period at a county inservice program.

It is the goal of the district, in every case, to first consider and promote the least restrictive environment placement prior to any other options explored. To meet this goal for all students, the district participates in CASSP and Interagency Team Service Planning regarding students placed outside of the district by other agencies. The school district seeks to replicate best practice programming by utilizing district and IU8 professional trainers

and PDE/PaTTAN sponsored training events in order to initiate staff development. The intent of which is to enhance service delivery in providing a continuum of supports/services and educational placement options which promote unimpeded access to the general education curriculum in the LRE. Site-based training is provided through a variety of resources including but not limited to educational/behavioral specialists from the district and/or IU8, local behavioral health and mental health agencies, and social service providers. Staff are provided with numerous PaTTAN/PDE training opportunities throughout the year and in turn provide information to colleagues through dissemination of materials and peer trainings. Given professional development release time, staff is afforded many in-house training opportunities throughout the year which include webinars, online course options, and tuition reimbursement for college credit. Professional development opportunities are made available by staff request and administrative directive and through scheduled collaboration with academic and special subject department groups serving as Professional Learning Communities. The utilization of this method insures a comprehensive training mechanism appropriate to each individual staff member's need while maintaining a unified direction for the district. District Special Education staff has been trained in the utilization of the SAS Toolkit during the most recent Special Education Plan period at a county inservice program. The focus of the district is to provide a continuum of supports and services which enable students with disabilities access to general education curriculum to the maximum extent. As noted previously, district Special Education staff have been trained in the utilization of the SAS Toolkit during the most recent Special Education Plan period through county inservice programming. The following is a list of more frequently used supplementary aids and services. These also reflect the types of aids and services the district will continue to use through the existence of the 2018-2020 Special Education Plan, as well as those identified through trainings and opportunities which focus on best practice methodology:

**COLLABORATIVE:** Scheduled Staff meetings to review needs/progress; Professional development related to collaboration; Scheduled opportunities for parental collaboration ;Communication and collaboration time provided at end of every school day for staff, teacher and parent meetings regarding delivery and progress of effective supplementary aids/services and also to allow for continued staff development opportunities.

**INSTRUCTIONAL:** Scientifically research based Direct Instruction Programming for Corrective Comprehension, Decoding, Writing, Spelling and Math; Study guides/highlighted texts/materials; Extra repetition and review; Adapted materials/tests; Alternate assignments; Modified curricular goals; Providing alternate ways for students to demonstrate learning; Multimodal presentations; Oral reading support; Cooperative learning strategies and differentiated and functional skill instruction through context of regular class curriculum, Kurzweil content reader and oral writing, Online learning options and access to multimedia technology such as Ipad, Ipods, Promethean boards and Library/Media Center.

**PHYSICAL:** Adaptations and modifications to the physical environment, Furniture arrangement in environments, Adaptive chairs and desks individualized for specific



individual needs; Adaptive equipment; Adjustments to sensory input (e.g., light, sound, etc.); Structural Aids (e.g., wheelchair accessibility, trays, grab bars).

**SOCIAL-BEHAVIORAL:** Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior; Social skills instruction; Social Work and Counseling supports; Peer supports (e.g., facilitating friendships, Lunch Bunch) Individualized behavior support plans; Modification of rules and expectations.

Professional Learning Communities in the school district provide opportunities for departments and special subjects and services to collaborate, monitor progress of programs and services and especially serve as a vehicle for continued professional development as groups study professional literature, conduct data analysis and experience project based learning activities. Consultants from many area agencies and facilities provide site-based professional development opportunities. Those accessed in the past have been from area universities, human service agencies including child protective, law enforcement and local legislative entities. These prove to be extremely beneficial to the district's administration, staff and students as we continue to connect and communicate in ways that promote positive community and school relationships.

3

Most recent Special Education Data Report for School Year 2016-2017, indicates Educational Environments with the Meyersdale District at 77% of SE inside regular class 80% or more with the state at 62.4%. Currently there are a minimal amount of students placed out of the district. Placements, outside the district, are determined through appropriate IEP protocol for development and determination. All IEP team members are present for this determination to occur. District participation in CASSP and Interagency Team Service Planning, regarding students placed outside the district and involvement with outside mental healthcare providers, assists the district in providing a continuum of service delivery. Identified supports/services and educational placement options allow for unimpeded access to the level of intervention required by students who are in need of placement outside the district. MASD continues to strive to find options that promote successful functioning in the home school's general education environment given access to the most appropriate and meaningful supports and services determined to provide for positive long term effective change and transfer of skills.

### ***Behavior Support Services***

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

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

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

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations; shall develop administrative regulations to implement this policy; shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy; shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools.

Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP. When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

**Physical Restraints:** Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective. The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team

within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if: The restraint is used with specific component elements of a positive Behavior Support Plan; The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors; Staff are authorized to use the restraint and have received appropriate training; Behavior Support Plan includes efforts to eliminate the use of restraints.

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

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

Aversive Techniques of handling behavior are considered inappropriate and shall not be used in educational programs. These include: Corporal punishment, Punishment for a manifestation of a student's disability, Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit, Noxious substances, Deprivation of basic human rights, such as withholding meals, water or fresh air, Suspensions constituting a pattern as defined in state regulations, Treatment of a demeaning nature, Electric shock, Methods implemented by untrained personnel, Prone restraints, which are restraints by which a student is held face down on the floor. Referral To Law Enforcement Subsequent to a referral to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral. If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.

District policy includes that positive approaches must be the focus of behavior support planning and programs. District K-12 Student Assistance Teams serve all district students in an effort to meet mental health and behavioral health needs. District teams have trained

individuals through the Student Assistance Team training project at an area university. Mental Health liaisons, along with D&A agency representatives, guidance counselors, IU8 Social Worker, Emotional Support teacher, and school district personnel, participate in weekly team meetings to identify needs/concerns and develop contingency plans including implementation of counseling supports and services inside and out of the district. District staff are also trained and maintain certification in Nonviolent Crisis Intervention. Trained district professional staff are equipped to deescalate agitated individuals by utilizing techniques that assist them in approaching and reducing tension, focussing on appropriate alternatives should loss of behavioral control occur, maintaining self control and professional attitude, and providing the type of verbal and physical intervention in order to maintain safety and security for all individuals involved in actively aggressive situations. In the event that a student would engage behavior that presents as harmful to self or others, district protocol would be followed whereby the following procedures would occur: Nonviolent crisis intervention; Parents and/or guardian notification; Police notification/report, Mental Health Crisis intervention. Appropriate referrals for supports, services and treatment would be implemented based on student level of need and in conjunction with recommendation from school based Mental Health Counselor, IU Social Worker, IU Psychologist and any involved treatment agencies.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

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

The district currently has no students for whom there has been difficulty locating a program to ensure the provision FAPE. In the event that this would occur, the district would utilize the IU8, CASSP, interagency services, the local school consortium for the purposes of securing supplementary aids and services and appropriate placement options. The school district contracts with the area mental health agency for counseling services which would be utilized to seek professional support for the family and child through intensive in-home interventions and school based positive behavioral programming.

The CASSP process would be utilized to assemble interagency involvement and to generate appropriate resources, services, and placement options. A CASSP referral would occur which involves documentation of appropriate information including the presenting problems/difficulties; and parent notification and a release of information signed by parent

and/or student. The CASSP Coordinator would contact all appropriate parties and convene the interagency meeting(s). MASD networks with area child care agencies (C&Y, MHMR, Probation, and D&A) the IU8, and PaTTAN in order to provide for the level of services/supports necessary to maintain and provide for students having complex needs.

The district contracts with the Bedford-Somerset MHMR for an on-site counselor and also with the IU8 Social Worker. The district also has a K-12 Student Assistance Program which serves to articulate supportive intervention services and assistance throughout the district. The SAP teams, guidance staff, contracted counselor and Social Worker all collaborate to ensure that students are carefully provided and staffed with the appropriate supports and and a carefully administered continuum of service delivery.

### *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.

Meyersdale Area School District provides for an articulated K-12 education environment whereby students with disabilities can interact with age appropriate peers in order that they build appropriate relationships not only in the school environment but also in the community. The K-12 Student Assistance Program, with two teams of trained staff, provide support, interventions and assistance to students and staff in the elementary school and in the middle/high schools. Staff closely monitors behavioral and academic functioning of all students in an effort to adequately meet individual needs and provide for the level of support and assistance necessary to find success in the school environment. District administrators and Guidance Counselors closely monitor academic and behavioral reporting mechanisms in an attempt to provide that all learners have access to an unimpeded and positive educational experience. Information is disseminated and/or provided through Professional Learning Communities and staff trainings in order to equip district staff with the latest information and techniques pertaining to behavior management, confidentiality, IEP processes and procedures, transition, and effective instructional practices. The district is well-staffed with special education teachers and paraprofessionals who are highly qualified and highly accessible within the educational environment.

Previously, the district provided intensive professional coaching services for research-based Direct Instruction corrective programming. The primary focus was on intensive correction of basic reading skills and the main point of focus was placed on correcting skill deficits in reading early and building a strong foundation to promote and maintain skill acquisition. This approach requires careful and accurate progress monitoring and programming is designed to be more intensive in the primary grades which has been

researched and proven to be a critical time for skill correction to occur. Data trends continue to indicate that middle school students, exposed to this intensive programming, are emerging as more independent in their reading skills and abilities beyond what was seen previously.

The IU8 provides early intervention services to students who reside within the Meyersdale area. Annual meetings are conducted in the spring of each year with parents of children who plan to register to enter kindergarten the following school term. All appropriate service providers attend these meetings in an effort to provide for a smooth transition and to articulate a continuum of services into the school environment. Utilizing the resources of the district and local Intermediate Unit, all students seeking special education evaluations and services are insured that this process is appropriate and culturally competent as it is a board approved policy of the Meyersdale Area School District to provide all students with an equal and quality education. Acquisition of appropriate resources is monitored by district administrators in an effort to allow students unimpeded access to all services required. A thorough Kindergarten orientation and screening process takes place in March and May as parents register students who will be entering the school environment for the first time. This process includes various staff such as the School Nurse, Speech Therapist, Occupational/Physical Therapists, Special Education Coordinator, Guidance Counselor, Principal, and teachers.

District Special Education Services are well coordinated through the collaboration of a Special Education Coordinator, district administrators, and Guidance Counselors. All Special Education staff are well informed, have frequent staff meetings, and are given staff development opportunities and professional incentives in order to provide for optimum skill enhancement. Special Education services in the district are articulated throughout elementary, middle school, and high school programs to provide for an effective and successful continuum of services. The district's Special Education Program focuses on correction of basic skills through comprehensive programming. Meyersdale School District promotes and facilitates the acquisition and maintenance of basic skill development beginning in the early grades by allotting maximum instructional time in the daily schedule to reading, writing, and math instruction. In an effort to assist students in demonstrating increased educational results in reading, writing, and math, Direct Instruction, a teacher-directed school reform model, which maximizes learning through explicit curriculum, is utilized throughout the K-12 curriculum for students with language and math based disabilities in an effort to assist them in demonstrating increased educational results in these essential skill areas. Students are evaluated annually through either district, state, or individualized/small group achievement assessments in order to assess gains in basic skill areas. Trainings are made available throughout the year for staff to enhance their instructional skills in meeting the needs of the students they serve. Coordinated service delivery is accommodated through educational partnerships and interagency liaisons with the IU8, Frostburg State University, Allegany College of Maryland, PATTAN, and the following interagency providers: MHMR, Children and Youth, Career Link and the Office of Vocational Rehabilitation.

The secondary Life Skills program continues to benefit from "Java Wagon Program" an innovative program that connects classroom instruction and vocational training in food services. Students are taught job skills and then in turn practice these skills through a school-based coffee program where students and staff prepare, take orders, and sell morning beverages and snacks on a monthly basis. More recently, the district has entered in a contractual agreement where we pay a fee for our Life Skills Students to attend the Sheltered Workshop to be coached in on-site work skills. This is for students who have turned 18 and who plan to work in this environment upon graduation from high school. We visit the workshop annually with parents of student for the purpose of touring the facility and viewing the many work prospects available. In the High School, we've partnered with Career Link and have caseworkers come in and meet with our students on several occasions in order to discuss work options and how to access community resources. The same trainings have been made available to parents and include the OVR Counselor and outside agencies.

The mission of the Meyersdale Area School District, in partnership with parents and community, is to provide all of our students a high quality education enabling them to communicate effectively and function as responsible and productive citizens in a changing world.

# Assurances

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## 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 |
|---------------------------|------------------|-------------------------------------|---------------------------|
| Extended Family Academy   | Other            | Emotional/Learning Support          | 1                         |
| MD Salem Children's Trust | Other            | Special Education/Emotional Support | 1                         |

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 1, 2017

*Reason for the proposed change:* The reason for the proposed change is that this position was previously designated as both Supplemental. It was an error. The program segments should include a level of Itinerant Support and a level of Supplemental Support.

#### PROGRAM SEGMENTS

| Type of Support              | Level of Support              | Age Range   | Caseload | FTE |
|------------------------------|-------------------------------|---|----------|-----|
| Itinerant                    | Learning Support              | 5 to 7  | 7        | 0.5 |
| Locations:                   |                               |   |          |     |
| Meyersdale Elementary School | An Elementary School Building | A building in which General Education programs are operated |          |     |

| Type of Support                                | Level of Support              | Age Range   | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support              | 5 to 7  | 3        | 0.5 |
| Locations:                                     |                               |   |          |     |
| Meyersdale Elementary School                   | An Elementary School Building | A building in which General Education programs are operated |          |     |

*Advisor:* Roxanne Oswald *Action:* Approved

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:* ClassandPosition

*Implementation Date:* August 1, 2017

*Reason for the proposed change:* Realignment of positions to better meet the needs of students. Class change to move classroom closer to the general population

**PROGRAM SEGMENTS**

| Type of Support              | Level of Support              | Age Range   | Caseload | FTE |
|------------------------------|-------------------------------|---|----------|-----|
| Itinerant                    | Learning Support              | 8 to 11   | 15       | 0.9 |
| Locations:                   |                               |   |          |     |
| Meyersdale Elementary School | An Elementary School Building | A building in which General Education programs are operated |          |     |

| Type of Support                                | Level of Support              | Age Range   | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support              | 8 to 11   | 1        | 0.1 |
| Locations:                                     |                               |   |          |     |
| Meyersdale Elementary School                   | An Elementary School Building | A building in which General Education programs are operated |          |     |

**Program Position #3**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* ClassandPosition

*Implementation Date:* August 1, 2018

*Reason for the proposed change:* To meet the District's increasing need in the areas of Emotional and Autistic Support. In addition, the Life Skills Support segment as well as the Supplemental Autistic Support was added in order to meet the needs of those learners located at the middle school level.

**PROGRAM SEGMENTS**

| Type of Support  | Level of Support         | Age Range   | Caseload | FTE  |
|--|--------------------------|---|----------|------|
| Itinerant  | Autistic Support         | 5 to 18   | 2        | 0.35 |
| Justification: The Position is located in the Meyersdale Middle School building. The Middle School/High School/Elementary School are co-joined by hallways. The teacher will escort elementary students to the middle school site. The students will be grouped and will not exceed three years for any student groupings. |                          |   |          |      |
| Locations:   |                          |   |          |      |
| Meyersdale Middle School   | A Middle School Building | A building in which General Education programs are operated |          |      |

| Type of Support   | Level of Support         | Age Range   | Caseload | FTE |
|---|--------------------------|---|----------|-----|
| Itinerant   | Emotional Support        | 5 to 18   | 10       | 0.3 |
| Justification: The Position is located in the Meyersdale Middle School. The High School/Middle School/Elementary School are co-joined by hallways. The teacher will escort the elementary students to the middle school site. The students will be grouped and will not exceed three years for any student groupings. |                          |   |          |     |
| Locations:  |                          |   |          |     |
| Meyersdale Middle School  | A Middle School Building | A building in which General Education programs are operated |          |     |

| Type of Support                                | Level of Support         | Age Range   | Caseload | FTE |
|--|--------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support      | 11 to 14  | 2        | 0.2 |
| Locations:                                     |                          |   |          |     |
| Meyersdale Middle School                       | A Middle School Building | A building in which General Education programs are operated |          |     |

| Type of Support   | Level of Support         | Age Range   | Caseload | FTE  |
|---|--------------------------|---|----------|------|
| Supplemental (Less Than 80% but More Than 20%)  | Autistic Support         | 5 to 18   | 1        | 0.15 |
| Justification: Position is located in the middle school building. The high school, middle school, and elementary school are co-joined by hallways. The teacher will escort elementary students to the middle school site. The students will be grouped and not to exceed three years for any student groups. In addition, an age waiver would be used if the age ranges would exceed three years. |                          |   |          |      |
| Locations:  |                          |   |          |      |
| Meyersdale Middle School  | A Middle School Building | A building in which General Education programs are operated |          |      |

*Advisor: Roxanne Oswald Action: Approved*

Comments: The groupings of these students will not exceed 3 years for the elementary itinerant segment and no more than 4 years for the middle and high segment. Elementary age range cannot be 14-18. Age ranges are confusing as they are indicated. Please call me Sept 12th to discuss this position.

*Division Chief: Gina Colarossi Action: Request Revision*

Comments: The groupings of these students will not exceed 3 years for the elementary itinerant segment and no more than 4 years for the middle and high segment. Elementary age range cannot be 14-18. Age ranges are confusing as they are indicated. Please call me Sept 12th to discuss this position.

#### **Program Position #4**

*Operator: School District*

#### **PROGRAM DETAILS**

*Type:*

*Implementation Date:*

#### **PROGRAM SEGMENTS**

| Type of Support          | Level of Support         | Age Range   | Caseload | FTE  |
|--------------------------|--------------------------|---|----------|------|
| Itinerant                | Learning Support         | 11 to 14  | 18       | 0.75 |
| Locations:               |                          |   |          |      |
| Meyersdale Middle School | A Middle School Building | A building in which General Education programs are operated |          |      |

| Type of Support                                | Level of Support         | Age Range   | Caseload | FTE  |
|--|--------------------------|---|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support         | 11 to 14  | 3        | 0.25 |
| Locations:                                     |                          |   |          |      |
| Middle School                                  | A Middle School Building | A building in which General Education programs are operated |          |      |

#### **Program Position #5**

*Operator: School District*

#### **PROGRAM DETAILS**

*Type: Position*

*Implementation Date: August 1, 2018*

*Reason for the proposed change: Meet the needs of students.*

#### **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------|------------------|-----------|----------|-----|
| Itinerant       | Learning Support | 16 to 18  | 16       | 0.9 |
| Locations:      |                  |           |          |     |

|                                      |                                      |   |  |  |
|--------------------------------------|--------------------------------------|---|--|--|
| Meyersdale Junior/Senior High School | A Junior/Senior High School Building | A building in which General Education programs are operated |  |  |
|--------------------------------------|--------------------------------------|---|--|--|

| Type of Support                                | Level of Support              | Age Range   | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support              | 16 to 18  | 1        | 0.1 |
| Locations:                                     |                               |   |          |     |
| Meyersdale Area High                           | A Senior High School Building | A building in which General Education programs are operated |          |     |

### Program Position #6

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 1, 2018

*Reason for the proposed change:* Meet the needs of students.

#### PROGRAM SEGMENTS

| Type of Support                                | Level of Support              | Age Range   | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support              | 14 to 16  | 1        | 0.2 |
| Locations:                                     |                               |   |          |     |
| Meyersdale High School                         | A Senior High School Building | A building in which General Education programs are operated |          |     |

| Type of Support      | Level of Support              | Age Range   | Caseload | FTE |
|----------------------|-------------------------------|---|----------|-----|
| Itinerant            | Learning Support              | 14 to 16  | 20       | 0.8 |
| Locations:           |                               |   |          |     |
| Meyersdale Area High | A Senior High School Building | A building in which General Education programs are operated |          |     |

### Program Position #7

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class and Position

*Implementation Date:* September 24, 2018

*Reason for the proposed change:* The reason for the proposed change is that the Position was currently designated as a Full-Time Level Life Skills Support Classroom. This was an error. It is a Supplemental Level Life Skills Support Classroom located in the Meyersdale Area Junior/Senior High School building.

#### PROGRAM SEGMENTS

| Type of Support  | Level of Support                     | Age Range   | Caseload | FTE |
|--|--------------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%)   | Life Skills Support                  | 16 to 19  | 6        | 1   |
| Justification: Age range variance is justified through issuance of an Age Waiver and written agreement by parents of children when there is an age range greater than 4 years. |                                      |   |          |     |
| Locations:   |                                      |   |          |     |
| Meyersdale High School   | A Junior/Senior High School Building | A building in which General Education programs are operated |          |     |

Advisor: Roxanne Oswald Action: Approved

### Program Position #8

Operator: School District

#### PROGRAM DETAILS

Type:

Implementation Date:

#### PROGRAM SEGMENTS

| Type of Support   | Level of Support              | Age Range   | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Itinerant   | Speech and Language Support   | 5 to 10   | 38       | 0.6 |
| Justification: Speech Therapy is delivered either through individual one- to-one sessions, or small groups with same aged students. |                               |   |          |     |
| Locations:  |                               |   |          |     |
| Meyersdale Elementary School  | An Elementary School Building | A building in which General Education programs are operated |          |     |

| Type of Support   | Level of Support            | Age Range   | Caseload | FTE  |
|---|-----------------------------|---|----------|------|
| Itinerant   | Speech and Language Support | 11 to 14  | 9        | 0.17 |
| Justification: Speech Therapy is delivered either through individual one- to-one sessions, or small groups with same aged students. |                             |   |          |      |
| Locations:  |                             |   |          |      |
| Meyersdale Middle School  | A Middle School Building    | A building in which General Education programs are operated |          |      |

| Type of Support   | Level of Support                     | Age Range   | Caseload | FTE  |
|---|--------------------------------------|---|----------|------|
| Itinerant   | Speech and Language Support          | 14 to 18  | 4        | 0.23 |
| Justification: Speech Therapy is delivered either through individual one- to-one sessions, or small groups with same aged students. |                                      |   |          |      |
| Locations:  |                                      |   |          |      |
| Meyersdale High School  | A Junior/Senior High School Building | A building in which General Education programs are operated |          |      |

### Program Position #9

Operator: Intermediate Unit

#### PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: September 24, 2018

Reason for the proposed change: The reason for the proposed change is that current position was listed as Elementary. This was an error. Currently, the location of the student is at the High School level.

#### PROGRAM SEGMENTS

| Type of Support        | Level of Support                   | Age Range   | Caseload | FTE  |
|------------------------|------------------------------------|---|----------|------|
| Itinerant              | Blind or Visually Impaired Support | 15 to 18  | 1        | 0.01 |
| Locations:             |                                    |   |          |      |
| Meyersdale High School | A Senior High School Building      | A building in which General Education programs are operated |          |      |

Advisor: Roxanne Oswald Action: Approved

### Program Position #10

Operator: School District

#### PROGRAM DETAILS

Type: Position

Implementation Date: August 1, 2018

Reason for the proposed change: Realignment to meet the needs of students at the elementary level.

#### PROGRAM SEGMENTS

| Type of Support  | Level of Support              | Age Range   | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%)   | Life Skills Support           | 5 to 8  | 3        | 1   |
| Justification: Due to the small size of our school and the few number of students served by the program there is the chance that the age range of 3 years will be exceeded. The issuance of an age waiver will be issued to the parents should this occur. |                               |   |          |     |
| Locations:   |                               |   |          |     |
| Meyersdale Elementary  | An Elementary School Building | A building in which General Education programs are operated |          |     |

Advisor: Roxanne Oswald Action: Approved

Comments: Age ranges on elementary levels cannot exceed 3 years. This age range is 5-13. Please call to discuss

Actual age range is 5-8..11 year old student needs waiver. Please amend

Division Chief: Gina Colarossi Action: Request Revision

Comments: Age ranges on elementary levels cannot exceed 3 years. This age range is 5-13. Please call to discuss

Actual age range is 5-8..11 year old student needs waiver. Please amend

### Program Position #11

Operator: Intermediate Unit

#### PROGRAM DETAILS

Type: Class and Position

Implementation Date: September 24, 2018

Reason for the proposed change: There is currently no students at the Elementary level that require Deaf and Hearing Impaired Support.

#### PROGRAM SEGMENTS

| Type of Support          | Level of Support                  | Age Range   | Caseload | FTE |
|--------------------------|-----------------------------------|---|----------|-----|
| Itinerant                | Deaf and Hearing Impaired Support | 11 to 14  | 3        | 0.1 |
| Locations:               |                                   |   |          |     |
| Meyersdale Middle School | A Middle School Building          | A building in which General Education programs are operated |          |     |

| Type of Support        | Level of Support                     | Age Range   | Caseload | FTE |
|------------------------|--------------------------------------|---|----------|-----|
| Itinerant              | Deaf and Hearing Impaired Support    | 14 to 17  | 4        | 0.1 |
| Locations:             |                                      |   |          |     |
| Meyersdale High School | A Junior/Senior High School Building | A building in which General Education programs are operated |          |     |

Advisor: Roxanne Oswald Action: Approved

### Special Education Support Services

| Support Service               | Location                            | Teacher FTE |
|-------------------------------|-------------------------------------|-------------|
| Personal Care Aid             | Elementary School                   | 1           |
| Personal Care Aid             | High School                         | 1           |
| Special Education Coordinator | Meyersdale K-12 District            | 0.5         |
| Paraprofessional              | Meyesdale Junior/Senior High School | 0.5         |
| Paraprofessional              | Elementary School                   | 0.33        |

### Special Education Contracted Services

| Special Education Contracted Services | Operator           | Amt of Time per Week |
|---------------------------------------|--------------------|----------------------|
| School Psychologist                   | Intermediate Unit  | 3 Days               |
| Social Work                           | Intermediate Unit  | 4.5 Days             |
| Occupational Therapy                  | Outside Contractor | 20 Hours             |
| Physical Therapy                      | Outside Contractor | 4 Hours              |



# Needs Assessment

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## 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:

All three schools within the District have excellent attendance and graduation rates.

### Accomplishment #2:

While there remains high and low points, the District's PSSA and Keystone exam scores are consistently at or above the State average.

### Accomplishment #3:

100% of the District's staff meet the State's definition of "highly qualified".

### Accomplishment #4:

81% of parents reported feeling that their child was safe or very safe at the school.

### Accomplishment #5:

82% of survey respondents reported that they feel that the District performs well academically, 76% feel their child's academic needs are met, 69% feel the school has an excellent learning environment, and 67% feel that their child is prepared for their future.

### Accomplishment #6:

District assessment result (PSSA and Keystone) averages continue to be above the State average.

## District Concerns

### Concern #1:

The District continues to feel the need for improved safety measures.

### Concern #2:

The District continues to struggle with developing a balanced budget.

### Concern #3:

All schools within the District report that their economically disadvantaged student population is underperforming.

### Concern #4:

The District is facing challenges creating personalized learning pathways to meet the needs of certain students in the district.

## 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.

### Aligned Concerns:

All schools within the District report that their economically disadvantaged student population is underperforming.

**Systemic Challenge #2** (*Guiding Question #0*) Improved safety measures within the district.

### Aligned Concerns:

The District continues to feel the need for improved safety measures.

**Systemic Challenge #3** (*Guiding Question #0*) Create a balanced budget that meets the needs of all students.

### Aligned Concerns:

The District continues to struggle with developing a balanced budget.

**Systemic Challenge #4** (*Guiding Question #0*) Develop personalized learning pathways that meet the needs of each student.

**Aligned Concerns:**

The District is facing challenges creating personalized learning pathways to meet the needs of certain students in the district.

# District Level Plan

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## 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.

### Indicators of Effectiveness:

Type: Annual

Data Source: DIBELS, PSSA, Keystones, SAT

Specific Targets: Improved Assessment Data

### Strategies:

#### *Curriculum Mapping*

##### **Description:**

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

**SAS Alignment:** Curriculum Framework

#### *Charlotte Danielson Framework*

##### **Description:**

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

**SAS Alignment:** Instruction

### *Academic Support for at Risk Students*

**Description:**

The addition of high-quality academic support is of particular benefit to certain groups of students, such as low-income or IEP students and others who have little opportunity for learning outside of school.

**SAS Alignment:** Instruction, Safe and Supportive Schools

### *Differentiated Instruction*

**Description:**

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction (Readingrockets.org) (Sources: [What Is Differentiated Instruction \(Tomlinson\)?](#), [What Is Differentiated Instruction \(Robb\)?](#), [Learning Styles: Concepts and Evidence](#), [Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms: It's impact on the Quality and Equity Dimensions of Education Effectiveness](#), [Assisting Students Struggling with Reading: Response to Intervention \(Rti\) and Multi-Tier Intervention in the Primary Grades](#))

**SAS Alignment:** Instruction

### *Professional Development*

**Description:**

In many ways professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. "In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness" - The Glossary of Education Reform (Sources: [High-Quality Professional Development for Teachers](#), [Reviewing the evidence on how teacher professional development affects student achievement](#))

**SAS Alignment:** None selected

### ***Implementation Steps:***

#### *Strategies to increase Algebra I Keystone achievement and growth*

##### **Description:**

In an effort to increase our Algebra I Keystone achievement and growth scores, the following strategies have been implemented:

1. Collins Writing Level II strategies will be incorporated on competency-based exams in the Algebra I classroom to focus on improving open-ended responses on the Algebra I Keystone Exam.
2. Incorporation of the *Get More Math* software into the Algebra I curriculum

**Start Date:** 8/28/2018    **End Date:** 6/3/2019

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

##### **Supported Strategies:**

- Curriculum Mapping
- Charlotte Danielson Framework
- Academic Support for at Risk Students
- Differentiated Instruction
- Professional Development

#### *Teacher Evaluation and Improvement System Professional Development*

##### **Description:**

Through the refinement of the District's teacher evaluation system administration will be able to support the following:

1. Identify and provide professional development on specific instructional practices known to be effective.
2. Evaluate the implementation of effective instructional strategies.
3. Provide additional improvement strategies to faculty found to be ineffective at delivering targeted instructional strategies.

**Start Date:** 9/1/2018    **End Date:** 6/1/2020

**Program Area(s):** Professional Education

**Supported Strategies:**

- Charlotte Danielson Framework
- Professional Development

**Goal #2:** Improved safety measures within the district.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Parent, Faculty, Administration and School Board surveys and perception.

Specific Targets: Improved survey results.

***Strategies:***

*Botvin Life Skills Curriculum*

**Description:**

Botvin *LifeSkills Training* is based on more than 35 years of peer reviewed scientific research, and now holds the distinction of being the top research-based substance abuse prevention program in the country.

**SAS Alignment:** Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

***Implementation Steps:***

*Proactive Programming*

**Description:**

The district will use guidance staff, social worker and other resources to implement preventative measures for student, faculty and staff safety.

**Start Date:** 8/31/2018    **End Date:** 6/1/2022

**Program Area(s):** Student Services

**Supported Strategies:**

- Botvin Life Skills Curriculum

**Goal #3:** Create a balanced budget that meets the needs of all students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: District Budget

Specific Targets: Annual review of budget and budgeting process.

***Strategies:***

*Online Learning Opportunities*

**Description:**

Online learning, for students and for teachers, is one of the fastest growing trends in educational uses of technology. Online learning overlaps with the broader category of distance learning, which encompasses earlier technologies such as correspondence courses, educational television and videoconferencing. (Sources: [Evaluation of Evidence-Based Practices in Online Learning](#))

**SAS Alignment:** Instruction, Materials & Resources

***Implementation Steps:***

*Meyersdale Area Cyber Academy*



**Description:**

Work with IU8, C.P.D.L.F. and Open Campus to develop individualized pathways for student success.

**Start Date:** 8/27/2018    **End Date:** 6/1/2019

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

**Supported Strategies:**

- Online Learning Opportunities

**Goal #4:** Develop personalized learning pathways that meet the needs of each student.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Student dropout, placement and withdraw data.

Specific Targets: Maintained or increased student enrollment.

**Strategies:***Dual Enrollment***Description:**

Dual enrollment programs are collaborative efforts between high schools and colleges in which high school students (usually juniors and seniors) are permitted to enroll in college courses. These programs provide students with a challenging academic experience and the opportunity to earn college credit prior to high school graduation. Unlike in other programs such as Advanced Placement and International Baccalaureate, dual enrollment students take actual college courses with a college syllabus, often on a college campus, rather than a college-level course intended to be taken by high school students. (Sources: [Dual Enrollment Programs Transition to College](#) , [The Postsecondary Achievement of Participants in Dual Enrollment: An Analysis of Student Outcomes in Two States](#) , [Dual Enrollment Programs](#))

**SAS Alignment:** Instruction, Materials & Resources

### *Online Learning Opportunities*

**Description:**

Online learning, for students and for teachers, is one of the fastest growing trends in educational uses of technology. Online learning overlaps with the broader category of distance learning, which encompasses earlier technologies such as correspondence courses, educational television and videoconferencing. (Sources: [Evaluation of Evidence-Based Practices in Online Learning](#))

**SAS Alignment:** Instruction, Materials & Resources

### *After School Programs*

**Description:**

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

**SAS Alignment:** Instruction, Materials & Resources

### *Career and Technical Education Programs*

**Description:**

Today's economy demands a better educated workforce than ever before, and jobs in this new economy require more complex knowledge and skills than the jobs of the past. Research from the Center for Education and the Workforce at Georgetown University debunks the oft-cited myth that the economy lacks jobs for young people to fill, finding instead that industries across the economy have created a wealth of new jobs that require workers with appropriate education and training. CTE transition pathway programs seek to help students transition from high school to college and into family-sustaining wage careers. (Sources: [Career and Technical Education Pathway Programs, Academic Performance, and the Transition to College and Career](#) , [How Career and Technical Education Can Help Students Be College and Career Ready: A Primer](#))

**SAS Alignment:** Instruction, Materials & Resources

## ***Implementation Steps:***

### *Develop Individualized Student Success Plan*

#### **Description:**

For each student identified as being high need an individualized plan will be developed to help ensure academic and behavioral success for the student. A team, the IEP team in the case of a special needs student or SAP team for non-identified students, will develop this plan with the individual in mind. This will permit individualization based on the specific need of each student. Complete yearly when needs are demonstrated by a student or based on prior year's indicators.

**Start Date:** 8/28/2015    **End Date:** 8/23/2019

**Program Area(s):** Student Services

#### **Supported Strategies:**

- Dual Enrollment
- Online Learning Opportunities
- After School Programs
- Career and Technical Education Programs

### *Flextime Manager Scheduling software*

#### **Description:**

Flextime Manager allows students to schedule a Personalized Learning Time from a list of activities including remediation and academic support. This offers students flexibility based on the individual needs of the student.

**Start Date:** 9/11/2017    **End Date:** 9/2/2022

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

#### **Supported Strategies:**

- Online Learning Opportunities

### *Individualized Learning Initiatives*

**Description:**

In an effort to increase and customize individual student scheduling opportunities, the following options are being developed and utilized:

1. Collaboration with the SCTC and their career coordinator to build a stronger, more diversified coop program
  2. Development of a local Work Release program for senior students
  3. Modified scheduling for Early College entrance
  4. Meyersdale Area School District has engaged in a partnership with the AIU8 to offer a cyber option
- One goal of implementing the cyber option is to retain students within the framework of the Meyersdale Area School District while decreasing the cost of students withdrawing and attending other PA Cyberschools

**Start Date:** 8/28/2018    **End Date:** 6/3/2022

**Program Area(s):** Student Services, Educational Technology

**Supported Strategies:**

- Dual Enrollment
- Online Learning Opportunities
- After School Programs
- Career and Technical Education Programs

*Module Based Afterschool Program***Description:**

A module based after school program will provide opportunities for students to participate in an afterschool program that can be tailored to support and meet the needs of each child.

**Start Date:** 8/1/2018    **End Date:** 6/1/2019

**Program Area(s):** Student Services

**Supported Strategies:**

- Dual Enrollment

- Online Learning Opportunities
- After School Programs

# Appendix: Professional Development Implementation Step Details

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|                             |   |  |
|-----------------------------|---|--|
| <b>LEA Goals Addressed:</b> | Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices. | <b>Strategy #1: Curriculum Mapping</b><br><b>Strategy #2: Charlotte Danielson Framework</b><br><b>Strategy #3: Academic Support for at Risk Students</b><br><b>Strategy #4: Differentiated Instruction</b><br><b>Strategy #5: Professional Development</b> |
|-----------------------------|---|--|

| Start     | End      | Title  | Description  | Provider           | Type          | App.            |
|-----------|----------|--|--|--------------------|---------------|-----------------|
| 8/28/2018 | 6/3/2019 | Strategies to increase Algebra I Keystone achievement and growth | In an effort to increase our Algebra I Keystone achievement and growth scores, the following strategies have been implemented:<br><br>1. Collins Writing Level II strategies will be incorporated on competency-based exams in the Algebra I classroom to focus on improving open-ended responses on the Algebra I Keystone Exam.<br><br>2. Incorporation of the <i>Get More Math</i> software into the Algebra I curriculum | English Department | School Entity | Yes             |
|           |          | <b>Person Responsible</b><br>John Wiltout                        |  | <b>SH</b><br>2     | <b>S</b><br>4 | <b>EP</b><br>30 |

**Knowledge** Implementation of Collins Writing into the content areas.

**Supportive Research** The **Collins Writing** Program provides a proven, unified, **research-based writing** program that can be used in all classrooms, in all subject areas, and at all grades K-12. ... The Five Types

of **Writing** assignments develop students' essential **writing** and thinking skills in the context of their everyday classroom learning.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

Instructs the leader in managing resources for effective results.

**Training Format**

LEA Whole Group Presentation  
Series of Workshops

**Participant Roles**

Classroom teachers

**Grade Levels**

Elementary - Intermediate (grades 2-5)  
Middle (grades 6-8)  
High (grades 9-12)

**Follow-up Activities**

Analysis of student work, with administrator and/or peers

**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  
Classroom student assessment data

**LEA Goals Addressed:** 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:** Charlotte Danielson Framework  
**Strategy #2:** Professional Development

| Start    | End      | Title  | Description   | Person Responsible | SH  | S | EP | Provider  | Type | App. |
|----------|----------|--|---|--------------------|-----|---|----|-----------|------|------|
| 9/1/2018 | 6/1/2020 | Teacher Evaluation and Improvement System Professional Development | <p>Through the refinement of the District's teacher evaluation system administration will be able to support the following:</p> <ol style="list-style-type: none"> <li>1. Identify and provide professional development on specific instructional practices known to be effective.</li> <li>2. Evaluate the implementation of effective instructional strategies.</li> <li>3. Provide additional improvement strategies to faculty found to be ineffective at delivering targetted instructional strategies.</li> </ol> | Administration     | 1.0 | 4 | 30 | IU8 Staff | IU   | Yes  |

**Knowledge**

Lesson development and alignment with curriculum map and mastery standards.

**Supportive Research**

In many ways professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. "In education, the term professional development may be used in reference to a wide variety of specialized training, formal



education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness" - The Glossary of Education Reform (Sources: High-Quality Professional Development for Teachers , Reviewing the evidence on how teacher professional development affects student achievement)

SAS Alignment:

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

Series of Workshops

**Training Format**

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|                          |   |                     |  |
|--------------------------|---|---------------------|--|
| <b>Participant Roles</b> | Classroom teachers<br>Principals / Asst. Principals | <b>Grade Levels</b> | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8) |
|--------------------------|---|---------------------|--|

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High (grades 9-12)

**Follow-up Activities**

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

**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

# District Level Affirmations

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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*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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

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

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

**Affirmed by Ron Donaldson on 5/1/2018**

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*Board President*

**Affirmed by Tracey Karlie on 4/30/2018**

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*Superintendent/Chief Executive Officer*