

Corry Area SD

District Level Plan

07/01/2015 - 06/30/2018

District Profile

Demographics

540 East Pleasant Street
Corry, PA 16407
(814)664-4677
Superintendent: William Nichols
Director of Special Education: Denise Otteni-Jones

Planning Process

The district level administrative team, which includes the Superintendent, Assistant Superintendent, Director of Special Education, Director of Secondary Education, and the Director of Elementary Education outlined the original plan and wrote the draft. Each component of the plan is then reviewed/ revised by the comprehensive planning team.

Mission Statement

The mission of the Corry Area School District is to prepare students to be lifelong learners and responsible citizens in a competitive global society.

Vision Statement

All students who graduate from the Corry Area School District will possess the necessary foundational skills and abilities to be successful in their chosen pathway to a career or post-secondary education.

Shared Values

We believe:

1. all students learn best in a safe, positive, organized, and healthy environment;
2. student assessment must be meaningful aiding in the educational growth of the student;
3. learning is impacted by the students' psychological health and well being;
4. curriculum must be focused, standards-based, relevant and meaningful;
5. staff directed, relevant and meaningful professional development opportunities will continue to be the foundation of our success;

6. professional development is a continuous and lifelong process;
7. personal wellness and fitness are essential life habits.

Educational Community

The Corry Area School District is located in Northwest Pennsylvania, about 35 miles southeast of Erie and about 8 miles south of the New York state line. The school district covers 215 square miles, and includes areas consisting of Concord Township, City of Corry, Elgin Borough, and Wayne Township in Erie County; Columbus Township and Spring Creek Township in Warren County; and Sparta Township and Borough of Spartansburg in Crawford County. There are four (4) schools in the District, including Corry Area Primary School (PK-2), Corry Area Intermediate School (3-5), Corry Area Middle School (6-8), and Corry Area High School (9-12). In addition, CASD has its own Career and Technical Education Center (CTEC), which includes the following programs of study:

Automotive Technology

Automotive Technology is a three-year PDE Approved Program of Study (SOAR) for high school students in Grades 10 through 12. Students learn about automotive maintenance and repair. This course is designed to provide a basic understanding of automotive systems, equipment, and industry standards. Students receive extensive theory instruction and actual “hands-on,” tactile experience on late model vehicles to prepare them for careers in the high paying, fast changing automotive industry. Students are provided with access to the latest equipment and computer-based reference material. Upon completion of this program, students have the opportunity to take the Pennsylvania State Safety Inspection and Pennsylvania State Emissions Inspection Courses for Certification/Licensing. All CTE seniors take the National Occupation Competency Testing Institute (NOCTI) Exam to receive a PA Skills Certificate indicating the level of proficiency in this program area. Major content areas covered in this program are: safety, pollution prevention, PA State Inspection, PA Emissions Inspection, tire and wheel services, brake system diagnosis and service, scheduled maintenance, fuel system repair, steering and suspension diagnosis and service, drivability diagnoses and repair, and vehicle appearance care.

Construction Maintenance Trades

Residential and Commercial Maintenance is a three-year PDE Approved Program of Study (SOAR) course designed for you with emphasis on instruction in the following areas: safety-covers hand and power tools and on-the-job safety; electrical-basic house wiring and troubleshooting, service entrance equipment and basic motor control; plumbing-plumbing power and hand tools, basic residential plumbing, installation of domestic water and drain waste vent systems, and fixture installations; heating and ventilation-installation of hot air furnace and boiler systems; building and installing ductwork from sheet metal.; painting-includes interior and exterior finishes, drywall hanging and finishing; interior decoration-includes texture, tile, wallpaper, and painting; basic carpentry-includes power and hand tools, basic print reading, framing, roofing, flooring, siding, and sheathing; sheet metal work- includes flashing, fascia, and gutters; masonry-concrete work, such as

sidewalks, driveways, and foundations; welding-basic stick and MIG welding. Students enrolled in the Construction Maintenance Trades Program will develop skills in both hand and power tools. Through a variety of experiences, they will become familiar with maintenance, repair, and preventive maintenance.

Cosmetology

Cosmetology is a three-year course for students in Grades 10 through 12. Upon demonstrating successful completion of all necessary competencies, all students who successfully complete their 1250 hours of training may take their State Board of Cosmetology Exam. Upon passing their Boards, the students will become licensed and may possibly be able to work as a Cosmetologist. All earned hours accumulated are transferable upon graduation toward post-secondary training. This three-year program will include skills such as hair care, hair cutting, hair coloring, perming, skin and nail care, hair removal, wig services, and micro-dermabrasion. The theory portion will include skin and nail disorders/diseases, chemistry, anatomy, hair structure, and product knowledge. The course will also cover spa treatments along with State Law, professional ethics, sanitation and sterilization, and the business of cosmetology. For a successful career in the beauty industry, training is only the first stage in an ongoing learning process. Image, attitude and the ability to communicate with customers are all essential skills.

Early Childhood Education

Early Childhood Education is a three-year PDE Approved Program of Study (SOAR) for high school students in grades 10 through 12. Early Childhood Education is a college preparatory course that provides hands-on experiences with young children in a laboratory per-school setting. The curriculum incorporates competency-based tasks with classroom knowledge applied to practical, hands-on experiences as students plan, prepare, and operate a Pre-school program for local children. Instruction will be included in all areas such as growth and development, nutrition, program planning and management, safety, behavior guidance, play activities, child abuse and neglect, parent-child personal relationships, learning experiences for children, professionalism, standards, curriculum and assessment, curriculum development, clinical experiences, and job seeking/keeping skills. The first year of the course teaches theory and Early Childhood Development very similar to first-year education courses at a university. During the 2nd and 3rd year, students will compile a personal career portfolio and will work towards the completion of the CDA-Ready Certificate (or CDA if employed in a licensed daycare facility), pending successful achievement of specific components. A PA Skills Certificate will be awarded to seniors scoring Advanced for Early Childhood Care and Education. Hours will be compiled over the three years and awarded upon graduation, enabling higher, entry-level job positions and pay. Students will be able to work in a variety of childcare jobs including nursery schools, pre-schools, daycare centers, private homes, elementary schools, and institutions. This course provides an excellent background for those students interested in pursuing an Early Childhood and/or Elementary Post-Secondary Degree. Articulation Agreements are in place for several post-secondary institutions pending successful completion of individual agreements.

Health Care Technology

Health Care Technology is a three year program that prepares individuals to apply knowledge and skills in the health occupations. Instruction is provided in the basic skills in a variety of areas associated with health occupations such as health and medical services, but is not limited to foundations of health (medical terminology); anatomy and physiology; legal, ethical and economic aspects of health care; clinical laboratory procedures; basic health occupations skills; aseptic techniques; OSHA regulations; and infection control. Clinical education is an integral part of the program. Students explore various health care occupations. The three year program will result in several certifications such as CPR and AED. Students will take the Health Assisting NOCTI exam at the end of the three year program.

Machine Tool Technology

Machine Tool Technology is a three-year PDE Approved Program of Study (SOAR) designed to prepare individuals to apply technical knowledge and skills in all aspects of shaping metal parts. Instruction involves making computations relating to work dimensions, tooling and feeds, and speeds of machining. Emphasis is placed upon bench work and the operation of lathes, power saws, milling machines, grinders, drills, and computer operated equipment (CNC). Instruction also includes the use of precision measuring instruments such as layout tools, micrometers and gauges; methods of machining and heat treatment of various metals; blueprint reading; and layout of machine parts. Instruction prepares students to operate all types of hand and computer controlled machines. High school students are strongly encouraged to take math courses, especially trigonometry, and if available, courses in blueprint reading, metalworking, and drafting.

Precision Metal Working

Metalworking Occupations is a three-year course designed for high school students in Grades 10 through 12 with emphasis in the following areas: machining, welding, and sheet metal fabrication. All areas are taught in competency-based situations with classroom knowledge applied directly to practical hands-on experiences. Students enrolled in the Metalworking Occupations program will develop skills in both hand and power tools. Through a variety of tasks, students will be able to plan, setup, and operate machines. During a student's junior/senior year, they may participate in a supervised Cooperative Education Work Experience Program with a local business. All areas incorporate safety with employability skills necessary.

Work Programs

Cooperative Education - Students who major in a Career and Technical Education Program may take part in a paid, on-the job training program their senior year. Employment must be in a skill specific area and related to their career and technical program during the last year of their program for three or four blocks per day.

Diversified Occupations - Diversified Occupations is for juniors or seniors who meet the age requirements of 17, who are not currently enrolled in a Career and Technical Education Program. This program combines “school-based” classroom study with “work-base”, on-the-job training with a local employer at a training site in business, industry, or government. Through this program, students with specific career objectives are matched with related employment experiences while they attend planned periods of related classroom theory during school.

All schools combined, there are approximately 2200 students in the District. General characteristics of the District include the following: 61.4% of the student population is considered economically disadvantaged; and 23% of the student population receives special education services.

Planning Committee

Name	Role
Nathan Bailey	Elementary School Teacher - Regular Education
Ann Clark	Elementary School Teacher - Regular Education : Professional Education
James Coates	Middle School Teacher - Regular Education : Professional Education
Katie DeSanto	Middle School Teacher - Special Education : Special Education
Kristi Elchynski	Business Representative
Ericka Fenstermaker	Parent : Special Education
Terri Fowler	High School Teacher - Special Education : Special Education
Dr. Doris Gernovich	Board Member : Special Education
Katie Goodwill	Middle School Teacher - Special Education : Special Education
Dave Herr	Business Representative : Professional Education
Stacy Hirshmann	Ed Specialist - School Counselor
Cleve Holcomb	Elementary School Teacher - Special Education
Christel Jackman	High School Teacher - Regular Education
Chris Johnson	Community Representative
Mike McGinnity	Ed Specialist - School Counselor
Debbie McGuire	Elementary School Teacher - Regular Education : Special Education
Denise Otteni-Jones	Special Education Director/Specialist : Special Education
Matthew Patterson	Administrator : Professional Education
William West	Administrator : Professional Education
Vanessa Whitman	Elementary School Teacher - Regular Education

Jen Yatsko	Parent : Professional Education
Sheri Yetzer	Administrator : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

CASD does not utilize alternate academic content standards in math and reading. We utilize the PA Core Standards, PSSA Eligible Content and Assessment Anchors and the Legacy Standards.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing

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

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

CASD does not utilize alternate academic content standards in math and reading. We utilize the PA Core Standards, PSSA Eligible Content and Assessment Anchors and the Legacy Standards.

Middle Level

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

American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Developing	Developing

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

CASD does not utilize alternate academic content standards in math and reading. We utilize the PA Core Standards, PSSA Eligible Content and Assessment Anchors and the Legacy Standards.

High School Level

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

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

CASD does not utilize alternate academic content standards in math and reading. We utilize the PA Core Standards, PSSA Eligible Content and Assessment Anchors and the Legacy Standards.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

CASD does not utilize alternate academic content standards in math and reading. We utilize the PA Core Standards, PSSA Eligible Content and Assessment Anchors and the Legacy Standards.

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

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

Processes used to ensure Accomplishment:

Grade level teams will continue a review and revision process to create standards-aligned curriculum maps. These teams will meet on a regular basis to analyze student achievement data. Teachers work collaboratively to provide intervention and/or enrichment strategies to increase proficiency in the grade level. Benchmark assessments are established for ELA, Math and Science that are administered four (4) times a year. Additionally, weekly assessments are given in ELA followed by unit assessments every six (6) weeks.

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

Not Applicable

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary	Developing

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:

Grade level teams will continue a review and revision process to create standards-aligned curriculum maps. These teams will meet on a regular basis to analyze student achievement data. Teachers work collaboratively to provide intervention and/or enrichment strategies to increase proficiency in the grade level. Benchmark assessments are established for ELA, Math and Science that are administered four (4) times a year. Additionally, weekly assessments are given in ELA followed by unit assessments every six (6) weeks.

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

Not Applicable

Middle Level

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

Processes used to ensure Accomplishment:

CASD will continue a curriculum review and revision process in which content teachers work to develop standards-aligned curriculum maps. The maps will outline each of the course offerings, include all units, list materials, resources, activities, and vocabulary, and include common unit and end-of-course assessments.

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

Not Applicable

High School Level

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

Processes used to ensure Accomplishment:

CASD will continue a curriculum review and revision process in which content teachers work to develop standards-aligned curriculum maps. The maps will outline each of the course offerings, include all units, list materials, resources, activities, and vocabulary, and include common unit and end-of-course assessments.

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

Not Applicable

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.

All schools in the CASD operate on the RTII framework, which provides students tiered support to access and master a rigorous standards-aligned curriculum. The tier one support is available to all students in every classroom. Tier two and tier three supports are available to students in need of additional support. Tier two and tier three interventions include small group intervention, tutoring, alternate assessments, reteaching, student assistance program, and special education services.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

- Administrators
- Building Supervisors

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

CASD incorporates the PDE Educator Effectiveness model. This model provides for all Level 1 instructional teachers as well as one-third of our faculty to participate in the formal observation mode, which incorporates formal and informal observations and the use of the Danielson Framework for Teaching. The remaining two-thirds of the Level 2 instructional teachers participate in the differentiated supervision modes, which include portfolio, peer coaching, and self-directed action research. In addition, CASD employs two literacy coaches and one math coach who work with the faculty on professional development and improving classroom practice.

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

Department Chairs, Grade Level Coordinators and Instructional Coaches are not responsible for lesson plan reviews of their peers because they do not have supervisory responsibilities.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

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

We do not have any gifted students in the primary school.

Elementary Education-Intermediate Level

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

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

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

The CASD advertises all open positions through multiple media sources. Applications are thoroughly reviewed by a committee of teacher leaders and administrators. Potential candidates are selected to participate in a first round of interviews. The final candidates are selected from the initial interview and return for a second interview. The second interview includes a demonstration of the candidates ability. Veteran teachers, as well as newly hired teachers, are assigned positions based on their certification and areas of expertise.

Assessments

Local Graduation Requirements

Course Completion	SY 15/16	SY 16/17	SY 17/18
Total Courses	24.00	24.00	24.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	9.00	9.00	9.00
Minimum % Grade Required for Credit (Numerical Answer)	68.00	68.00	68.00

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:

- 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.

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Journeys End-of-Unit Assessments	X	X		
Course Mid-Term Exams and Final Exams			X	X
Math End-of-Unit Assessments	X	X		
PSSA		X	X	
Keystone Exams			X	X
PSAT				X
ASPIRE				X
NOCTI				X
NIMS				X
ASVAB				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Study Island Benchmarks	X	X	X	X
Journeys Benchmark Assessments	X	X		

DRA	X			
Letter, Sound, Word Assessment	X			
Fountas and Pinnell Benchmark Assessment System	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Running Records	X	X		
Journeys Weekly Assessment	X	X		
Rocket Math Timed Fluency	X	X		
Observation	X	X	X	X
Discussion	X	X	X	X
Questioning	X	X	X	
Graphic Organizers	X	X	X	X
Individual Whiteboards	X	X	X	X
Think Pair Share	X	X	X	X
Self Assessments	X	X		
Rubrics	X	X	X	X
Teacher Created Quizzes and Tests	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Tools		X	X	X
DRA	X			
Core Reading Survey	X	X		
Qualitative Reading Inventory	X	X		
Pre-NOCTI				X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

There is not a formal process currently in place and this is an area we have identified for improvement.

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.

Not Applicable

Collection and Dissemination

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

Grade level and department meetings are held monthly to review multiple measures of student achievement. During these meetings, the grade level and/or department may review the following sources of data: Instructional Group, PVAAS Projections, Benchmark Assessment Results, Current Classroom Grades, Student Tardies and Attendance, Student Discipline, PSSA and Keystone Results. The team develops plans for students to address their specific needs.

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.

Once the data is reviewed, students are identified for Tier 2 and/or Tier 3 Interventions through the school's Response to Instruction and Intervention.

Assessment Data Uses

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

Instructional practices modified or adapted to increase student mastery.	X	X	X	X
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Provide brief explanation of the process for incorporating selected strategies.

CASD utilizes Study Island Assessments as well as local developed rubrics which are aligned to the PA assessment anchors and standards. When the students complete the assessments and the results are reviewed, teachers can institute enrichment and/or intervention opportunities for students as needed.

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

Not Applicable

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

CASD strives to consistently share information regarding student achievement and growth with parents and guardians through various modes of communication.

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

The District recently went through a reconfiguration of the elementary schools which incorporated the creation of a master schedule and will require Course Planning Guides to be reviewed and revised. Following the year, teachers will work with their grade level as well as the building principals to create grade level expectations.

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.

Every year, student achievement is reviewed through a systematic approach. District-wide data is analyzed, followed by building level and individual classroom performance.

Academic performance data, as indicated on the school performance profile, provides insight regarding whether or not students are achieving at the proficient level or higher.

Areas in need of improvement are prioritized, goals are set and monitored throughout the school year, and curriculum, instruction, and assessment methods are adjusted to enhance student learning.

CASD's school performance profile scores for the 2013-1014 school year reflect the following:

Corry Area High School - 80.8

Corry Middle School - 70.1

Conelway Elementary School - 76.3

Columbus Elementary School - 70.0

Spartansburg Elementary School - 63.3

Corry Elementary School - 62.1

Our Title 1 schools did not receive a federal designation; therefore, this provides evidence that our students are demonstrating growth and achievement toward the academic standards.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X

Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers			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:

CASD employs one full-time school resource officer. The SRO is located at the Middle-High School, but provides assistance and/or guidance at the elementary level as well. The school resource officer is utilized in a proactive manner across the district.

Identifying and Programming for Gifted Students

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

CORRY AREA SCHOOL DISTRICT

IDENTIFICATION PROCEDURES

FOR GIFTED STUDENTS GRADES K – 12

GRADES K-3

Parent oral or written request or teacher initiated request for gifted evaluation is taken to the child study team.

A child study team member reviews the screening process with the parent and obtains permission to screen using Brief KTEA II, and, if indicated the K-Bit II.

Level I

Guidance counselor administers the Brief KTEA II. Student must score 115 or above in either math or reading to proceed to Level II.

Level II

The school psychologist administers the K-Bit II. Student must score 120 or above to proceed to a formal gifted evaluation.

A child study team member will meet with the parent to discuss results of the screen. If student does not meet gifted screen criteria , enrichment opportunities to be delivered by general education teacher in the general education classroom will be explained.

CASD Identification Matrix for Gifted Students

Grades K-3

Formal Evaluation will include data collection review and the following measurements:

1. Academic Achievement (WIAT-III or Brief KTEA II) Broad or Clusters of Subtest
2. Gifted Rating Scale (GRS) completed by teacher(s)
3. Torrence Test of Creative Thinking (TTCT)
4. Cognitive/Intellectual Functioning (WISC IV [unless other factors necessitate use of a different instrument to assess intellectual functioning], WAIS-IV, TONI-4, WJ-III,PTI 2)

Gifted Program Qualification = Grand Total 66+ on the Gifted Matrix

CASD Identification Matrix for Gifted Students

Grades 4-12

Grades 4-5-parent or teacher initiated request for gifted evaluation is given to the child study team. Child study team member reviews the screening process with the parent and obtains permission to screen using PSSA/Keystone scores and K-Bit II if indicated.

Grades 6-12 request given directly to the special education office.

School psychologist reviews the screening process with the parent and obtains permission to screen using PSSA/Keystone scores and K-Bit II if indicated.

Level I

PSSA/Keystone scores are reviewed. Student must score Advanced in either math or reading in order to proceed to Level II of the Screening.

Level II

The school psychologist administers the K-Bit II. Student must score 120 or above to proceed to a formal gifted evaluation.

A child study team member or school psychologist will meet with the parent to discuss results of the screen. If student does not meet gifted screen criteria , enrichment opportunities to be delivered by general education teacher in the general education classroom will be explained.

CASD Identification Matrix for Gifted Students Grades 4-12

Formal Evaluation will include data collection review and the following measurements:

1. Academic Achievement (WIAT-III or PSSA/Keystone Scores) Broad or Clusters of Subtest
2. Gifted Rating Scale (GRS) teacher
3. Torrence Test of Creative Thinking (TTCT)

4. Cognitive/Intellectual Functioning (WISC IV [unless other factors necessitate use of a different instrument to assess intellectual functioning], WAIS-IV, TONI-4, WJ-III)
 Gifted Program Qualification = Grand Total 66+ on the Gifted Matrix

Individualized Strength Based

Pace – Delivery -- Product -- Process (Depth & Breadth)

Change the Pace:

pre-testing, Curriculum Compacting, tiered activities most difficult first,
 alternate assignments, learning contracts, Independent Study Learning Centers

Change the Delivery/Content:

mini-lessons, different resources, Curriculum Compacting, Independent Study,
 open-ended questions, teacher conferences, reading journals, previewing resources

Change the Product:

choice boards, Tic Tack Toe menus, RAFT (role, audience, format, topic),
 game show menu, student choice options, game creation,
 technology-based products: websites, Wikis podcasts, movie making

Change the Process - Add Depth:

tiered activities, open-ended activities, higher-level questions,
 curriculum ladders, student experts, increase complexity, decrease structure

Change the Process - Add Breadth:

Tic Tack Toe menus, interdisciplinary units, orbital studies, simulations,
 “your own idea” options, choice boards, RAFT assignments, interest centers,
 case studies, role plays

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling		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
Career Development/Planning			X	X
Coaching/Mentoring			X	X
Compliance with Health Requirements –i.e.,	X	X	X	X

Immunization				
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			X	X
Case and Care Management	X	X	X	X
Community Liaison			X	X
Community Services Coordination (Internal or External)	X	X	X	X

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				X
Directing Public to the PDE & Test-related Websites		X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Family Involvement Nights	X	X		
Community Focus Group	X	X		
Parent Resource Center			X	X
Partners in Education Committee	X	X		

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website				

Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Kindergarten Registration	X			
Health Alerts via School Reach	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

CASD collaborates with community agencies to address various barriers to learning, such as:

1. Bullying - **SafeLine, The Caring Place**
2. Child Abuse/Neglect - **Office of Children and Youth**
3. Divorce/Blended Families - **Corry Counseling, Bethesda Children's Home**
4. Drug and Alcohol Use/Abuse - **Pyramid Health Care**
5. ELL, Immigration Status - **Intermediate Unit #5**
6. Family Issues, Mental Health - **Corry Counseling, Bethesda Children's Home**
7. Grief and Loss - **Caring Place**
8. Homelessness - **District Liaison**
9. Low Socioeconomic Status - **YMCA**

10. Physical Illness - **Corry Medical Group, Corry Memorial Hospital**
11. Poor Nutrition - **Power Up! Nutrition, Adiago Health, Nutrition Inc.**
12. Sporadic Parental Involvement - **Corry Counseling, Bethesda Children's Home**
13. Teen Pregnancy/Parenting - **ELECT,
Life Care**
14. Victim or Witness of Violence - **Law Enforcement, Corry Counseling, Bethesda
Children's Home, Crime Victims Center**
15. Military Deployment - **Recruiters**

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

Child Care

CASD operates a licensed child care facility at 423 Wayne Street, Corry, PA 16407. Child care is available five days a week unless school is closed and/or delayed in the morning due to the weather. Child care is available in the morning from 6:00 - 7:30 AM, and again in the afternoon from 3:00 - 5:30 PM. Parents are responsible for transportation to/from the child care site.

Preschool Early Intervention Program

CASD offers preschool education through federal and state funding sources. Our programs target four-year olds within the Corry community. In addition, CASD collaborates with IU5s Early Childhood Intervention Program. The IU5 program evaluates and provides services for children with special needs. Any parent concerned about his/her child's development may refer his/her child to the Early Intervention Program. A referral will be taken for children ages 2 years + 10 months up to the date that they are age-eligible to enter Kindergarten in their school district of residence. By the time a child is school-entry age the child may no longer have any special learning needs. If the child does continue to have

special learning needs, it is usually recommended, by the parents' local school district, that intervention be continued within the public school setting. The Early Childhood Intervention staff will work with the local school district personnel to promote a smooth transition into an appropriate school-age setting for the child.

After School Programs/Tutoring

Robotics, LEGO League, Recreational Programs, PIAA Athletics, ASL, 1:1/Small Group Tutoring, Clubs and Organizations, Community Service Projects, Band/Chorus/Musicals

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.

CASD communicates with IU5's Early Intervention Program to coordinate services for preschool age children with disabilities. Transition meetings are held in late February. These meetings include IU5, district personnel and parents/guardians for the students identified with a disability. During these meetings, the student's disability, the services provided, and goals are reviewed. A plan for the student's transition into the CASD is created.

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	Developing
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.

Grade levels within the primary school meet throughout the school year to review and revise their curriculum and share best practices. Students are provided differentiated instruction through the implementation of a master schedule. The master schedule provides daily small group instruction to students of similar abilities. CASD has a curriculum cycle plan, which outlines the process for review and adoption of new curricular resources.

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

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Developing
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.

Grade levels within the intermediate school meet throughout the school year to review and revise their curriculum and share best practices. Students are provided differentiated instruction through the implementation of a master schedule. The master schedule provides daily small group instruction to students of similar abilities. CASD has a curriculum cycle plan, which outlines the process for review and adoption of new curricular resources.

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

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Developing
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.

Departments within the middle school meet throughout the school year to review and revise their curriculum and share best practices. Students are provided differentiated instruction through various course offerings. CASD has a curriculum cycle plan, which outlines the process for review and adoption of new curricular resources.

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

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Developing
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.

Departments within the high school meet throughout the school year to review and revise their curriculum and share best practices. Students are provided differentiated instruction through various course offerings and pathways. Students have the opportunity to take courses which will prepare them for their career or post-secondary education.. CASD has a curriculum cycle plan, which outlines the process for review and adoption of new curricular resources.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

	classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Implemented in 50% or more of district classrooms
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	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Full Implementation
Early Childhood Education: Infant-Toddler→Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

CASD does not utilize alternate academic content standards for math and reading. The areas of Economics and Family Consumer Sciences are not applicable to the primary level.

Elementary Education-Intermediate Level

Standards	Status
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Arts and Humanities	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Implemented in 50% or more of district classrooms
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	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

CASD does not utilize alternate academic content standards for math and reading. The areas of Economics and Family Consumer Sciences are not applicable to the intermediate level.

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

	district classrooms
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Further explanation for columns selected "

CASD does not utilize alternate academic content standards for math and reading.

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	Implemented in 50% or more of district classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation

School Climate	Full Implementation
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

CASD does not utilize alternate academic content standards for math and reading.

Professional Education

Characteristics

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

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

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

CASD's professional development calendar includes workshops related to curriculum, instruction, assessment, data literacy, educator/principal effectiveness and school-wide programs such as RTII and behavior intervention support. Each year, administration outlines a professional development calendar with specific goals and programs.

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

We will conduct a needs assessment for building administrators and other educational leaders to determine the areas in need of professional development. Following the needs assessment, district administration will develop a professional development program for building administrators and other educational leaders, which will include strategic planning in the areas identified through the needs assessment.

Strategies Ensuring Fidelity

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

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

As a district, building, grade level and/or departments, various sources of student data are reviewed including state assessment results, school performance profiles, PVAAS projections, attendance and discipline, benchmark and local assessment to determine what professional development opportunities need to be offered.

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

This narrative is empty.

Induction Program

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

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

CASD requires all new teachers to attend an orientation session prior to the school year. At orientation, the teachers are provided with information pertaining to district and building level initiatives. In addition, teachers are assigned a mentor with whom they meet with regularly throughout the school year. During the school year, new teachers attend induction meetings which focus on the Framework for Teaching, SAS, and district procedures. All new teachers are supervised by the Director of Elementary Education or the Director of Secondary Education to ensure a consistent system is being implemented district-wide.

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

This narrative is empty.

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.

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

As part of the supervision process, inductees are observed through walkthroughs and formal observations, their lesson plans are reviewed and the inductees provide written summaries of their planning and preparation and a reflection of their practice.

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

As of the 2014-2015 school year, the induction program has been expanded to a 3-year process. During the three year process inductees will complete a survey of the program and provide a written evaluation of the impact of the induction program in their transition.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.

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

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

CASD selects mentor teachers based on multiple factors. These factors include the ability of the mentor to work with others, has demonstrated an understanding of curriculum, instruction, assessment, data literacy and district/building procedures and policies. The mentor also has a similar teaching responsibility and is in the same building as the inductee.

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

This narrative is empty.

Induction Program Timeline

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

As of the 2014-2015 school year, the induction program has been expanded to a 3-year process. During the three year process inductees will complete a survey of the program and provide a written evaluation of the impact of the induction program in their transition. The information will be gathered from both the mentor and the inductee.

Recording Process

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

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

Special Education

Special Education Students

Total students identified: **503**

Identification Method

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

-CASD uses the **Discrepancy Model**

(process that examines whether a child exhibits a pattern of strengths and weakness, relative to intellectual ability as defined by a severe discrepancy between ability and achievement) once the Grade Level and ESAP teams have reviewed and documented intervention strategies over time, student history, and little to no growth is observed. The ESAP team then requests a Referral Interview. The MHS is beginning the 2nd full year of a 3-year phase in RTII initiative as part of a School Improvement Grant. Staff professional development occurs annually and outlined in Action Plans in the School Improvement Grant.

The elementary level teams will use the **RTI Readiness and Implementation Self-**

Assessment Tool

to stimulate group conversations and to formulate a school profile for school improvement strategies to improve educational outcomes for all students.

-CASD utilizes a strict referral process (flow chart) and is reviewed with school staff at the beginning of each school year. Building administrators and counselors facilitate grade level and ESAP team meetings/data reviews.

-The procedure in place is a system of screening that may include early intervening services and must be designed to accomplish identification and initial screening for students prior to district referral or special education evaluation. The system shall provide support to staff to improve working effectively with students in the general education curriculum, identify students who may require special education services and programs, and must include hearing and vision screening and screening at reasonable intervals to determine whether students are performing at grade appropriate levels in core academic subjects.

-Running records document implementation of intervention strategies at the elementary levels. Teachers, school counselors, building principals, mental health counselors and school psychologists meet for **Grade Level** (Level 1) and ESAP team meetings at the building level with parents involved in discussion, interventions, tier level, duration, intensity of intervention to support their child's progress.

-Grade Level

Team

meetings begin first level of discussions regarding interventions, suggestions to support a student that is beginning to present emotional, social, and/or academic concerns.

Interventions are documented and progress is monitored and measured.

-ESAP Teams

(Level 2) discuss/review Grade Level running records, data, interventions, history and progress when the student is not making expected progress with interventions in place.

-The ESAP team evaluate/analyzes Grade Level intervention data to ensure data is current, objective and appropriately documented on **ESAP Referral Form**

(student's running record, documentation, data, history, etc) located on the district's server (Easily accessed by school staff.)

-When all options, interventions, and efforts have been exhausted through data collection, frequent progress monitoring, and parent involvement, a designated ESAP team member will contact the Director of Special Education to meet with the ESAP team to complete a

Referral Interview

(Level 3) to determine if interventions, data, and evidence justify an evaluation. If and when an evaluation is warranted, a Permission to Evaluate is sent to the parents, only after the an ESAP team member has made contact to ensure they agree.

-All Referrals for Special Education Evaluation must be made with integrity, supported by documented performance/behavioral data.

-Students, teachers, and parents may make referrals to SAP/ESAP.

-District personnel (building secretaries, principals, teachers, counselors) are in-serviced and know to refer individuals requesting information about special education programs and services to the special education office.

-Each school office has a display case with PaTTAN publication resources for parents, teachers, administrators or students regarding most every aspect of special education.

Enrollment

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

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

CASD overall percentage is 24.2% compared to the state's 15.25%. Our special education % has traditionally been 10+ or -% points above the state's for the last 15-20 years. This may be due to the low socio-economic status of a majority of our families, generational poverty, lack of education, single parent homes, multi-family living situations, and an overall lack of language integration and failure to thrive. Many teenage pregnancies, domestic violence, drug and alcohol abuse, and few resources to support sustained employment and the overall perception that education is not important or valued.

The book Poverty is Not a Disability has been offered as a Professional Learning Community, along with Ruby Payne's Understanding the Framework of Poverty.

Many of our Early Intervention students begin Kindergarten with Speech and Language support that eventually becomes a secondary disability or a related service partnered with Emotional Disturbance, ID or Autism as the primary. This could explain the discrepancy of Corry's SLP numbers of 7.9% with state's at 16.2%. Corry's ES, ID and AUT %'s are slightly higher than the state's.

Beginning 2014-15 the elementary will begin implement tiered instructional, flexible groups, Kindergarten SLP Screen, utilize Language Lab in tiers I/II, Hearbuilder, and Aimsweb (K-12) for Frequent Progress Monitoring.

CASD will review the following processes and data collection methods regarding Enrollment Differences and Trends:

- Review Registration Processes Kindergarten-Data collection method
- Review District enrollment trends
- Review demographic/trends for each school
- Continue partnerships with Birth-3 and Early Intervention Programs (Early Learning Committee, IU Early Intervention, Pre-school-K transitions)
- Review Pre-School enrollment trends
- Created office space in District to "brige" gap between EI Evaluation Process and District Pre-K programs

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?

Our District is currently not a "host" district under Section 1306.

Many times we receive 1306 information several weeks after a student has been placed and this may cause delays in services and supports. The delay in communication limits the District's ability to meet obligations under Section 1306. When Corry becomes aware that a student has been relocated to a 1306 facility, every effort is made to contact the educational staff in the facility in order to exchange information regarding the student's academic and emotional needs as written in the IEP. Special education documents are forwarded to the facility, and transition plans are coordinated in order to ensure the student receives a continuum of supports and services. We participate in IEP meetings, offer transition supports and services for smooth transition, and become an integral member of the transition team.

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).

When the Corry Area School District is notified by another district that a special education student from our school district has been incarcerated we work with the facility to provide all needed educational information, participate in meetings concerning the student's IEP, progress and transition plans. We also work closely with the parents of students, by providing transportation to and from the facility so they too can participate in a meaningful way.

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 Corry Area School District has procedures to ensure services are provided to children with disabilities in their "home" schools and with their general education peers to the extent possible based on the degree of disability.

The first step takes place at the student's IEP, using the Evaluation as a guideline, the team decides. Prior to a change in placement, IU 5 Behavior Specialists provide observations, strategies, FBA's, positive behavior support plans, and recommendations for student that continue to struggle in the general education setting.

If supplemental supports and services in the general education setting are not adequate or not needed, the case manager reconvenes the IEP team. Data is reviewed, and team adjusts level of support. This process continues for each student, includes the annual IEP, and periodic re-evaluations.

If the student is really struggling, a re-evaluation by the school psychologist will occur. In some instances, an outside psychiatric evaluation may be provided.

Special Education Case managers continuously collaborate 1x/month with grade level teams, department chairs, Special Education Coordinators and/or general education teachers to outline students' individual needs, create, monitor and refine solutions, discuss appropriate levels of personal support, specific accommodations/curriculum modifications, specially designed instruction

General education teachers and parents are provided Disability specific informational packets/brochures at beginning of each school year, at each IEP and Evaluation/Re-evaluation Report meeting. Additional resources available in each school office, district server, newsletter and web page.

General education staff needs are surveyed 1x/quarter via Special Education Coordinator. Survey data utilized to create ongoing Professional Learning Communities to help general education staff work with students in the general education environment.

2. Successful Programs/ Models/Training

-Federally funded *School Improvement* goals and professional develop at secondary level in RTII, School Wide-Positive Behavior Support, math remediation, small group instruction, Enrichment

-Common collaboration time for data analysis, curriculum management, instructional improvement, staff development

-Administration participated in PDE *Educator Effectiveness Project*

- 100% of District teaching staff received 2 years of *Educator Effectiveness Evaluation* tool training
- Grade level *restructuring*, Primary Pre-K-2 in one building, Intermediate 3-5, in another building, flexible grade level grouping, continuum of supports and services through LS, AS, LSS, SLP, site-based counseling, behavior supports, and agency partnerships
- Intense focus on *Literacy and Math* achievement for individual students, tiered scheduling, scaffold instruction, progress monitoring
- Special Education staff uses *web-based progress monitoring system* (Aimsweb)
- Site-based *LETRS (Language Essentials for Teachers of Reading and Spelling) Training* (Modules 1-3) for all special educators provided by IU5 certified personnel
- IU5 TAC Team Services*-Behavior Support Consultant (10hrs/wk), CPI or Handle with Care Training, Emotional Support Program coaching, guidance
- PaTTAN Publications/resources* readily available for parents, teachers, community
- Professional Development Calendar* -outlines year's direction, expectations, PD opportunities for professional staff and support services...(Differentiated Instruction, Modification and Adaptation, Active Engagement Strategies, Literacy Coaching, Writing Workshops, Inclusion Strategies, Autism Awareness, Instructional Strategies that Work, Data Driven Decision Making, High Impact Strategies)
- Administrators active members of IEP team for *Incarcerated and/or hospitalized students*. Transition planning, for reintegration to home school is accomplished through ongoing communication between agency(s) and district personnel.
- Provide nurses, counselors, mental health professionals at each school to support students, families and staff through conflict resolution, relational aggression, and social skill development, parenting skills, Drug and Alcohol counseling as well as support access to community health care agencies and partnerships.

3. SPP Traget/2013-2014 PIMS Data Indicator 5

80% > Corry did **not meet**

the 65.0% Target - Corry 62.8%, State 62.1%, Traget 65.0%

21-79%- Corry **did not meet**

the 8.0% Traget- Corry 13.3%, State 8.9%, Target 8.0%

20%<-Corry **did not meet**

the 3.3 Target- Corry 3.5%, State 5.0, Target 3.3%

Corry's 2012-13 data is higher in the 21-79% category mostly likely due to the different scheduling and programming at elementary and middle high school, low student reading scores on standardized assessments, and IEP goals that are too broad and generic.

Professional Development planned to address, writing measurable reading and math goals, frequent progress monitoring of IEP goals, utilizing Aimsweb for progress monitoring, intense intervention and data collection... to lessen the need for special education supports and services in the learning support environment. Increase students' basic skills in reading and math

Continue Professional Development in the areas of Differentiated Instruction, data-analysis for instructional decisions, responsible inclusion models such as Co-teaching, Parallel teaching, Collaboration, Supported Instruction, Accommodations that facilitate appropriate learning, research based strategies and practices.

Additional Autistic Support program added at middle school level

Beginning 2014-15 Special Education Coordinators added in each school building

The majority of students placed in settings outside the district have been court placed. Only 1 or 2 students/year have been placed through district IEP team decisions; this happens only after teams have exhausted all internal options in the least restrictive environment, ongoing meetings and discussions and collaboration with outside agencies. As a last resort, a non-residential placement may be considered. The non-residential facility typically requires an application process and meeting to discuss appropriateness of placement. If determined appropriate, the facility shares student progress, treatment plan and upcoming team meeting dates to allow us to remain an active member of the team and decision-making.

Behavior Support Services

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

The Corry Area School District uses positive techniques for the development, change and maintenance of behaviors in the least intrusive way possible. It's important to us that our students feel safe and secure in school. Positive behavior supports, de-escalation techniques, professional development, response to intervention, partnerships with area mental health support, contracted behavior specialists, Grade Level and SAP/ ESAP meetings and a good understanding of our students' needs and produces a solutions based environment for learning, fun, development and life-long social skills and healthy alternatives for coping.

Positive classroom management technique prevents problems by creating an environment which is conducive to learning.

Other Positive Behavior Supports

-Annual **Professional Development**

provided specifically to AS, ES, and LSS professional staff : Verbal **de-escalation techniques**

, **CPI training**

(IU5), implementation of positive behavior support systems in ES programs with IU 5 and

PaTTAN assistance/resources such as: **Quality Indicators of Effective Emotional Support Programs**

-School-based Mental Health Counselors

(contracted through local agencies), also members of SAP/ESAP teams

-Mental Health liaisons

to support family health needs (Bethesda, Safe Harbor, Stairways, Corry Counseling)

-Individual Positive Behavior Support Plans

based on **FBA**

data to identify behavior concerns/triggers

-Drop Out Prevention Program

(8th and 9th grade Mentoring Program, Leadership training for Mentors, Monthly meetings to review topics)

-Implementation of Response to Instruction Intervention

(Secondary Level)

-Full-time School Resource Officer

(Counselor, Educator, Law Enforcement)

-Focused Professional Development

(Educator Effectiveness, Principal Effectiveness, Curriculum Development, Classroom Instruction that Works, School Safety and Security)

-Increased Learning Time

-reduced down time, transitions, and study halls, maximize teacher assignments (Elementary and Secondary Levels)

-Ongoing professional development/ Professional Learning Communities: "Understanding the Framework of Poverty", "Bridges out of Poverty", and "Research-based Strategies for Under Resourced Students"

-School Wide Positive Behavior Supports

program - (Currently in year 2- implementation in common areas, year 3-implementation in classrooms)

-Transition activities

for current 5th and 6th grade students entering the Middle High School...activities include introduction to Be X 3 (Be Responsible, Be Respectful, Be Ready to Learn) incorporated into daily lessons, posted on walls in hall /classrooms, Positive Reinforcement Cards mailed home to parents

-MHS formal PBS program ... Be X 3 (Be Respectful, Be Responsible, Be Ready)

implemented in Intermediate Emotional Support Program, supports transition to MHS

-Student recognition

for positive behaviors-incentive, post card mailed home, student recognized in class, assembly, etc

-Summer Academy

(Credit Recovery, Enrichment, General Education Courses, Keystone Remediation)

-“Hartwood Character Education Program

” implemented in the middle-high school

-CASD Positive Behavior Policy

is reviewed annually with administrative and teaching staff

-"Dare to be Great

" Program for transitioning middle school students

-Transition activities developed through **Community Focus Groups**

developed

Educational Priorities: **safe positive school environment, and quality education**

-Parent/Community Outreach Program

(Parent Resource Center, Winter Holiday Party, Local Business Showcase, Project Potential-Local Business Leaders, Parent-Community Outreach Council, Parent Community Surveys)

-Transition Activities include:

Meet and Greet, Open House, Ice Cream Socials, Dry Bus Runs, Grade level specific summer activities, School Tours, Peer Partnering/Mentoring, Orientation, Programs/Assemblies (Adapting to Change), School Visit Days, Grade Level Pen Pals, Welcome Letters, Motivational Speaker,

-Freshman First Program

in place for ALL 9th graders to assist in smooth transition, goal oriented planning, career exploration, academic planning, time management, progress monitoring

-Annual SWPBIS Self-Assessment Survey

generates feedback/data which helps to identify strengths and areas in need of development in our school-wide system.

-Corry Area Middle High School Student Behavior Expectations Matrix

(Hallways, Cafeteria, Transportation, School Events/Field Trips, Restrooms/Locker Rooms)

-Support alternative scheduling, school hours, learning environments, school-to work options, dual enrollment, district cyber courses

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

1. Ensuring FAPE

-Early indication of the gaps of continuum begin with student attendance. The district often lacks family support and cases are turned over to the local District Justice. Another gap in the continuum results from mental health issues that are only sporadically managed sometimes due to lack of family support and understanding of mental illness. Team decisions have been made for 45 day Acute care placements, but are not effective long-term.

-Gaps in the continuum may also be attributed to hospitalization due to some type of crisis, decisions during hospitalization, and follow-up Acute Care are made by medical professionals, not by the school. There is inconsistency between treatment agencies in engaging the school in their process.

-Corry also experiences challenges ensuring FAPE for students that have experienced multiple court placements then are returned to their home school just before they turn 18...

-The majority of students being educated outside the district are court placed due to difficulties and challenges outside the school day. Corry typically has 1 or 2 students each year that we find challenging to support. Students typically have chronic attendance issues, low academic achievement, limited support systems outside school, and have little to no connection with what goes on in school. Community mental health supports are limited and when counseling supports are available, families seldom see a value or need for such services or supports.

2. Programs/Services/Interagency Collaboration

-Building level ESAP/SAP teams meet regularly to address individual student needs including academic, social/emotional, and behavioral issues. Team members include, school guidance counselors, teachers, mental health counselors and administrators. Teams can include the School Resource Officer, IU Behavior Support Consultant, and area support agencies. Interventions and supports for students and their families are implemented as needed. Ongoing review and data collection take place to assess progress. Supports are adjusted as needed to achieve goals.

-Monthly Support Team Meetings are held for the Emotional, Autistic and Life Skills programs. In addition bi-monthly collaboration meetings are held with the IU5 consultants for assistive technology, occupational and physical therapy. These consultants also provide direct services to qualifying students.

-The District contracts with Perseus House for an Alternative Education Program with full time mental health professional for students in grades 7-12, housed at the Corry Middle High School.

-Guidance Counselors assist families in completing documentation for DPW medical access applications for Erie, Warren, and Crawford Counties.

-District staff attends Erie County Care Management (MH/MR) agency eligibility and services authorization and re-authorization meetings. The PA Department of Labor and Industry OVR meets with Transition Coordinator 2x/year, with students and families

throughout the school year.

- Partnerships/Contracts with School-based MH and D&A Counselors through Corry Counseling Services, Perseus House, Pyramid Health, Bethesda, Family Based to provide supports for students and their families.

- IU5 Resources*: Transition Council, Supervisor meetings, TAC team supports/consultants, School Improvement Initiatives, Literacy Instruction/Support

- The District works closely with the local District Justice, local and state police, Juvenile Probation, Office of Children and Youth to ensure that students education is not interrupted. When the District becomes aware that a student has been court or parent placed in an outside residential or non-residential facility, every attempt is made to ensure continuation of special education services. Phone contact is made to the receiving agency and special education paperwork is sent along with other school records. Ongoing contact is maintained via phone conference attendance at IEP and discharge meetings. Sarah Reed Children's Home and Beacon Light Behavioral Health are two such agencies.

3. Expansion

- Mission Empower Partnership*-(Staff Development Calendar)presentation to staff, administration and parents. Offer training/workshops during In-service/ACT 80, evenings

- Annual Community Drug Awareness* presentations (coordination with local police dept., Office of Attorney General, Juvenile Probation)

- Explore partnerships with *Mental Health* organizations-parent workshops, support groups, educational information

- Summer Alternative Options*-one on one support, flexible scheduling, community based learning, credit recovery, volunteering, graduation project, home visits

- Parent Involvement Incentives*-Parents who participate in Special Education Meetings receive coupons to local businesses, monthly raffels, opportunities to win prizes.

- Parent Survey* at each Special Education Meeting. Case manager asks parents 2-3 survey questions, records responses, records parent questions/comments

- Continue to offer students alternative options for education/diploma via one-on-one, before or after school, independent study w/consultation, work/school

- Provide intensive one-on-one *skill based instruction* in Reading and Math that includes/not limited to transition activities, community based experiences, family/student planned activities, Credit Recovery

- Ongoing PD (Professional Learning Communities) with topics such as, Poverty, Understanding Poverty

- Review *secondary SAP* process, referral process, current school based supports

- Review/Formalize *Student Enrollment* process(s)-Assess students' current progress, revise IEP, program supports, schedule/plan, accordingly.

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.

- All 25 Special Education teachers are Highly Qualified.
- A major strength is that there are LS, LSS, AS, ES staff and programs in all our district buildings. Students participating in LSS programs are integrated into all school activities, events, programs, extra-curricular, dances, games, assemblies, clubs...
- Learning Support staff fully integrated at K-5 grades.
- Fall Speech Language Screening of all Kindergarten students
- IU Northwest Tri-county Intermediate Unit is contracted for: -Autistic Behavior Support Specialist, DHI, BVI, 2 full-time SLPs, 2 full-time School Psychologists, OT, PT
- In addition we have a new contract with IU5 for *Coordinated Early Intervening Services* (2014-2015)-will provide training and direct support to our building ESAP teams. The goal is to provide the intensity and support to primary aged students to help them be successful.
- Beginning 2014-2015, there will be *Special Education Coordinators* at each school to facilitate site-based management of special education programs and services
- Monthly Special Education Coordinator Meetings* (Special Education Teacher-Leaders) within each school building to help facilitate building level special education programs, provide resource support to other special educators, general educators, and building principals, liaison for solutions-based problem solving, positive behavior support, and best practices and effective instruction to include and effectively meet the needs of children with disabilities in the general education setting
- The district is working to bridge the gap between EI and school age supports/services by operating 5 of our own preschool classrooms
- PaTTAN Publications/resources displayed, readily available in the main office of each school building.
- All special education students at the elementary schools are assigned and participate in general education homeroom.
- Perseus House Alternative Education Program* is housed on our campus and allows students to be placed there and continue to receive their special education supports
- Communication Goal and Communication Plan* for all students...every student with communication needs MUST have supports defined to assist the student in some format of communication. Staff development/training offered to staff and individual in the home training and support for parents
- Met 2013-2014 SPP Target Areas:* Disproportionate Representation by Race and Disability, Time lines for Initial Evaluations (100%) not monitored, Graduation and Drop-out rates, and Participation Rate
- All of the District's 24 para-educators are *highly qualified*, provided 20+ hours of PD each school year, and participate in district initiative and in-service days

CASD Professional Development

Through ACT 48, District In-service, IU5 TAC support, PaTTAN publications/training

resources, Summer Workshops (stipends), Conferences/workshops, PDE SAS courses, Professional Learning Communities, Monthly Department Meetings, CASD provides the following:

-
- Annual Professional Development Calendar (CASD focused Professional Development Initiatives)--School Improvement (MHS) 3-year grant Goals: Increase Reading and Math Achievement, Implement Drop-out Prevention Program, Use Data for Informed Decision-Making
- Educator Effectiveness Evaluation Tool K-12 (Phase 3)
- RTII training for all MHS staff, including special educators
- School-Wide Positive Behavior Support Program
- Focused Special Education Professional Development: Improve IEP Goals, Frequent Progress Monitoring (1x/week), research-based high impact reading interventions, Frequent Formative Evaluation (most powerful interventions we have), Student Data Response forms
- Study Island Training for Special Education Staff
- CDT Training for MHS Special Education Staff
- Professional Learning Communities, In-service, monthly building level support meetings (coaches), PaTTAN Publications (Teacher's Desk Reference), Department Meetings
- IU TAC Team provide PD to ES staff to improve CASD Emotional Support Programs utilizing PDE's BSE "Quality Indicators of Emotional Support Services and Programs"
- Special Education staff design/ facilitate PLCs to address specific areas of need as result of general education needs assessment survey (collaborate to help build capacity and confidence modifying and adapting educational programs to effectively meet the needs of individual students).
- Require struggling/ineffective special education teachers to participate in SAS online training as part of individual professional growth and improvement
- Bus Driver training to meet individual student needs, safety, Emergency Plans, medical concerns, etc.

Parent/Education/Training

- Parent/Community Outreach –room in MHS near entrance *Family Resource Center* (PaTTAN publications/resources, transition, community services, resources, supports, access to internet
- At Pre-school Transition Meeting, EI parents are provided "*A Starting School Kit*", Kindergarten Registration Date/Place/Time
- Special Education news/updates/resources provided on District web site, in District's quarterly Newsletter, Informational/educational brochures (PaTTAN publications/resources) available in each main school office, Informational display table with PaTTAN resources staffed by special educators at each school Family Fun Nights, Winter Holiday Party, and Spring Local Business Showcase
- Autism Awareness presentations provided by *Autism Group of Corry* (Parent support

- group) to other parents, teachers, fire and police departments, hospital staff, county emergency services, EMS agencies during in-service, PTA meetings, evenings
- District web page provides direct link to Parent Resources, interest groups, services Special Education topics, support groups, parent organizations
- Community Focus Groups* address transition activities, parent/community questions concerns, encourage parent involvement, empowerment
- School Board Presentations regarding Special Education
- PTA presentations regarding Special Education topics, Question and Answer sessions
- In-home support provided by IU5 Autistic Behavior Support consultant for parents with children on the spectrum

Other District Highlights

- Individual (rather than group) *Pre-school Transition Meetings* are held each February for EI students and parents.
- Spring *6th and 7th Grade Transition Meetings*
- Quarterly *Individual Senior Graduation Planning Meetings* in addition to IEP transition activities
- Focused transition activities for parents and students transitioning to new school throughout the summer such as: "Meet and Greet, Open House, Meet the Teacher, Bus Runs, Ice Cream Social, Dances, Tours, Peer Partnering/Mentoring, Orientation, Dare to Be Great Program for incoming 7th graders, Programs/Assemblies "adapting to change", Grade Level Pen Pals, Welcome Letters, Motivational Speakers, Building Level Transition Teams
-
- Elementary Grade Level meetings -collaboration, consistency, address student concerns, strategies-techniques to support student achievement, positive outcomes
- Utilize variety of resources-Web-based Kurzweil, Bookshare, Dragon Speak, Hear Builder, Learning Ally
- Contract Services/partnerships with local Mental Health Agencies
- Equal Technology Access PreK-12 (Ipad, laptops, Smart boards in all classrooms, mobile carts, communication devices)
- Positive Partnerships w/ Office of Children and Youth, Medical and Mental Health providers within 3 counties, (Erie, Warren and Crawford)
- Active participation/access to multiple assessment tools (Success Maker, Dibels, DRA, Success by Six, Raz Kids on-line reading program accessible from home and school, on-line math curriculum, Study Island, CDT's)
- Research-based implementation/delivery of core reading curriculum
- Multiple Reading Resources available (Leveled Literacy Intervention, Wilson Reading System, Read 180, Logic, Orton Gillingham, High Hat, Reading Milestones, leveled classroom libraries
- Principal's/school leaders are proactive in working with teachers on a standard-aligned system (SAS)
- Availability of instructional software programs to meet individual students needs such as

Inspiration, Write: Out Loud, and Boardmaker

-Student Assistance Programs (ESAP and SAP) at each school building that address student needs prior to referral for special education evaluation

-Math/Reading Summer Achievement Camp available to all elementary students w/transportation

-Resources are directed toward research-based strategies to improve student learning

-Decrease in PASA participation, Increase in PSSA and Keystone participation

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system
- 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
Barber National Institute	Approved Private Schools	Autistic Support	1
Andromeda House	Neighboring School Districts	Emotional and Learning Support	1
Beacon Light	Other	Emotional Support	1
Edinboro Elementary	Neighboring School Districts	Deaf/ Hearing Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Corry Elementary (CC)	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 8	6	1

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Corry Elementary (DL)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 8	5	0.45
Corry Elementary (DL)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 7	1	0.1
Corry Elementary (DL)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	3	0.27

Corry Elementary (DL)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 7	2	0.18
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Program Position #3*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Primary Center (CH)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	14	0.78
Primary Center (CH)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	4	0.22

Program Position #4*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Corry Elementary (LB)	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	5 to 8	10	1

Program Position #5*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Corry Elementary (DG)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	18	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Columbus Elementary (SB)	An Elementary	A building in which	Full-Time Special	Autistic Support	8 to 11	4	0.5

	School Building	General Education programs are operated	Education Class				
Columbus Elementary (SB)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	2	0.25
Columbus Elementary (SB)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 8	2	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Columbus Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 11	10	0.9
Columbus Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 8	1	0.01

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Columbus Elementary (CW)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	23	0.75
Intermediate Center (CW)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	3	0.25

Program Position #9*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Columbus Elementary (MM)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	21	0.75
Columbus Elementary (MM)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	3	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Columbus Elementary (CMD)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	20	0.87
Columbus Elementary (CMD)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	3	0.13

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Columbus Elementary (AB)	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	8 to 11	5	0.45
Columbus Elementary (AB)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	2	0.18
Columbus Elementary (AB)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	4	0.37

Program Position #12*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate Center (DG)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 11	19	1

Program Position #13 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: August 26, 2014**Average square feet in regular classrooms: 540 sq. ft.**Square footage of this classroom: 416 sq. ft. (26 feet long x 16 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle-School (AK)	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	12 to 15	3	0.42
Middle School (AK)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	1	0.16
Middle School (AK)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	3	0.42

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Corry Middle School (CS)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	18	0.82

Corry Middle School (CS)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	3	0.18
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Program Position #15*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Corry Middle School (KR)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	13	0.6
Corry Middle School (KR)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	6	0.4

Program Position #16*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Corry Middle School (KD)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	19	0.83
Corry Middle School (KD)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	3	0.17

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Corry Middle School (KG)	A Junior/Senior High School Building	A building in which General Education	Itinerant	Learning Support	12 to 15	19	0.86

		programs are operated					
Corry Middle School (KG)	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	3	0.14

Program Position #18*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Corry Middle High School (OW)	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	12 to 16	6	0.43
Corry Middle High School (OW)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 16	2	0.14
Corry Middle High School (OW)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	12 to 16	2	0.14
Corry Middle High School (OW)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 16	4	0.29

Program Position #19*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Corry Middle High School (LR)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	15 to 15	1	0.02

Program Position #20*Operator: School District*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Corry Middle High School (AS)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 18	16	0.64
Corry Middle High School (AS)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	2	0.08
Corry Middle High School (AS)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	5	0.2
Corry Middle High School (AS)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	2	0.08

Program Position #21*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Corry Middle High School (CTE)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	26	0.75
Corry Middle High School (CTE)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	4	0.25

Program Position #22*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Corry Middle High	A	A building	Itinerant	Learning	15 to	20	0.8

School (KF)	Junior/Senior High School Building	in which General Education programs are operated		Support	18		
Corry Middle High School (KF)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	2	0.2

Program Position #23*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Corry Middle High School (TF)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	22	0.8
Corry Middle High School (TF)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	3	0.2

Program Position #24*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Corry Middle High School (PS)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	28	0.9
Corry Middle High School (PS)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	2	0.1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Corry Middle High School (MG)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	18	0.5
Corry Middle High School (MG)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	9	0.5

Program Position #26*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Corry Middle High School (JB)	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	16 to 20	5	0.36
Corry Middle High School (JB)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 20	2	0.14
Corry Middle High School (JB)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	3	0.22
Corry Middle High School (JB)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 20	4	0.28

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Corry Elementry, Columbus Elem. MHS	An Elementary	A building in which General	Itinerant	Deaf and Hearing	8 to 14	3	1

(EF)	School Building	Education programs are operated		Impaired Support			
Justification: Itinerant support for 3 students in grades 2, 6, and 8...students are fully included in the general education setting with their same age peers.							

Program Position #28*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Corry Middle School (JD)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 14	16	0.94
Corry Middle School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 14	1	0.06

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Central Administration	1
20-Para Educators	Corry Middle High School, Corry Primary and Intermediate Schools	20

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologists	Intermediate Unit	80 Hours
Physical Therapist	Intermediate Unit	6 Hours
Occupational Therapist	Intermediate Unit	6 Hours
Assisstive Technology Consultant	Intermediate Unit	1 Hours

Behavior Support Consultant	Intermediate Unit	10 Hours
Coordinated Early Intervening Services (Kindergarten through 12th grade w/ emphasis on K-3)	Intermediate Unit	1 Hours

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

N/A - None of our schools have been designated as priority or focus.

However, CASD will focus on the following areas of concern related to student performance: academic growth, subgroup performance and closing the achievement gap.

District Accomplishments

Accomplishment #1:

CASD's school performance profile scores for the 2013-2014 school year reflect the following:

Corry Area High School - 80.8

Corry Middle School - 70.1

Conelway Elementary School - 76.3

Columbus Elementary School - 70.0

Spartansburg Elementary School - 63.3

Corry Elementary School - 62.1

Accomplishment #2:

Our Title 1 schools did not receive a federal designation; therefore, this provides evidence that our students are demonstrating growth and achievement toward the academic standards.

Accomplishment #3:

Discipline referrals at the MHS have decreased by 50% since the implementation of SWPBIS (School Wide Positive Behavior Intervention Support).

Accomplishment #4:

PVAAS data indicates that there is moderate to significant evidence of growth for high school students taking the Keystone Exams - Literature, Algebra I, and Biology.

Accomplishment #5:

Over 95% of the students in the Career and Technical Education Center are proficient or advanced on their NOCTI and NIMS exams.

Accomplishment #6:

Corry Primary School has an average daily attendance percentage rate of 95%.

Accomplishment #7:

Corry Intermediate School has an average daily attendance percentage rate of 96%.

Accomplishment #8:

Mid-year benchmark data for Kindergarten indicates 85% of the students are reading on grade level.

Accomplishment #9:

Mid-year benchmark data for First Grade indicates 85% of the students are reading on grade level, which illustrates a 25% increase over a four month period.

Accomplishment #10:

Mid-year benchmark data for Second Grade indicates 83% of the students are reading on grade level, which illustrates a 15% increase over a four month period.

Accomplishment #11:

Students in Grade 3 are responding correctly 70% of the time to questions aligned to the PA Core Standards in reading as provided by Study Island.

Accomplishment #12:

Students in Grade 3 are responding correctly 75% of the time to questions aligned to the PA Core Standards in math as provided by Study Island.

Accomplishment #13:

Students in Grade 4 are responding correctly 62% of the time to questions aligned to the PA Core Standards in reading as provided by Study Island.

Accomplishment #14:

Students in Grade 4 are responding correctly 63% of the time to questions aligned to the PA Core Standards in math as provided by Study Island.

Accomplishment #15:

Students in Grade 4 are responding correctly 65% of the time to questions aligned to the PA Academic Standards in science as provided by Study Island, which illustrates a 40% increase over a four month period.

Accomplishment #16:

Students in Grade 5 are responding correctly 65% of the time to questions aligned to the PA Core Standards in reading as provided by Study Island, which illustrates a 21% increase over a four month period.

Accomplishment #17:

Students in Grade 5 are responding correctly 67% of the time to questions aligned to the PA Core Standards in math as provided by Study Island.

Accomplishment #18:

In our primary building, students spend 90 minutes per day in a small group for reading instruction. This small group numbers approximately 8 children.

Accomplishment #19:

In our intermediate building, students spend up to 90 minutes per day in small group for reading instruction. This small group numbers 8-15 children.

Accomplishment #20:

In our intermediate building, students spend 30-45 minutes per day in small group for math instruction. This small group numbers 8-15 children.

District Concerns

Concern #1:

23% of the students enrolled in the District currently receive special education services. The majority of these students based on their PVAAS projections are unlikely to reach proficiency.

Concern #2:

CASD continues to experience high levels of mobility during the course of the year.

Concern #3:

A high percentage of new enrollees enter the District already identified and receive special education services from the sending school district.

Concern #4:

Less than 50% of our students in grades 4 and 5 are projected to reach proficiency on the 2015 PSSA.

Concern #5:

CASD is currently facing the possibility of a severe financial deficit if the Spartansburg Community Charter School (SCCS) application is approved. If approved, the deficit of \$1.4 million dollars will result in significant cuts in district programming and personnel.

Concern #6:

Indicators of academic growth at the middle school demonstrated a significant decline from previous years.

Concern #7:

50% of the students are not reaching proficiency on the Biology Keystone Exam.

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:

23% of the students enrolled in the District currently receive special education services. The majority of these students based on their PVAAS projections are unlikely to reach proficiency.

CASD continues to experience high levels of mobility during the course of the year.

A high percentage of new enrollees enter the District already identified and receive special education services from the sending school district.

Less than 50% of our students in grades 4 and 5 are projected to reach proficiency on the 2015 PSSA.

Indicators of academic growth at the middle school demonstrated a significant decline from previous years.

50% of the students are not reaching proficiency on the Biology Keystone Exam.

Systemic Challenge #2 (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Aligned Concerns:

23% of the students enrolled in the District currently receive special education services. The majority of these students based on their PVAAS projections are unlikely to reach proficiency.

CASD continues to experience high levels of mobility during the course of the year.

A high percentage of new enrollees enter the District already identified and receive special education services from the sending school district.

Less than 50% of our students in grades 4 and 5 are projected to reach proficiency on the 2015 PSSA.

Indicators of academic growth at the middle school demonstrated a significant decline from previous years.

50% of the students are not reaching proficiency on the Biology Keystone Exam.

Systemic Challenge #3 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

23% of the students enrolled in the District currently receive special education services. The majority of these students based on their PVAAS projections are unlikely to reach proficiency.

CASD continues to experience high levels of mobility during the course of the year.

A high percentage of new enrollees enter the District already identified and receive special education services from the sending school district.

Indicators of academic growth at the middle school demonstrated a significant decline from previous years.

50% of the students are not reaching proficiency on the Biology Keystone Exam.

Systemic Challenge #4 (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

23% of the students enrolled in the District currently receive special education services. The majority of these students based on their PVAAS projections are unlikely to reach proficiency.

CASD continues to experience high levels of mobility during the course of the year.

A high percentage of new enrollees enter the District already identified and receive special education services from the sending school district.

CASD is currently facing the possibility of a severe financial deficit if the Spartansburg Community Charter School (SCCS) application is approved. If approved, the deficit of \$1.4 million dollars will result in significant cuts in district programming and personnel.

Systemic Challenge #5 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

Less than 50% of our students in grades 4 and 5 are projected to reach proficiency on the 2015 PSSA.

Indicators of academic growth at the middle school demonstrated a significant decline from previous years.

50% of the students are not reaching proficiency on the Biology Keystone Exam.

Systemic Challenge #6 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

Less than 50% of our students in grades 4 and 5 are projected to reach proficiency on the 2015 PSSA.

Indicators of academic growth at the middle school demonstrated a significant decline from previous years.

50% of the students are not reaching proficiency on the Biology Keystone Exam.

District Level Plan

Action Plans

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

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: Yearly review and revision of curriculum, instruction, and assessment methods for all grade levels, in all subjects.

Specific Targets: An increase in student performance as evidenced by a higher percentage of students achieving proficiency.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.](http://www.ascd.org/ASCD/PDF/ResultsNow.pdf))

SAS Alignment: Assessment, Instruction

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

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

SAS Alignment: Assessment, Instruction

Instructional Conversations

Description: Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

SAS Alignment: Instruction

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping->

[research](http://en.wikipedia.org/wiki/Curriculum_mapping) ; the following link provides an overview of curriculum mapping:
http://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

Increased Quality Instructional Time

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

SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

Common Assessment within Grade/Subject

Description:

Grade levels/departments will develop common assessments for each subject/content area. Educators will utilize Webb's Depth of Knowledge (DoK) to increase the rigor of their assessments beyond level 1 and/or 2. Ensuring assessments extend beyond simple recall of facts, encourages the use of higher level thinking skills among our students. As noted below, the complexity of thinking increases significantly from one level to another. Our ultimate goal is to develop assessments that require students to transfer their knowledge from one subject to another in order to problem solve and make decisions.

Level 1: Recall and Reproduction

Tasks at this level require recall of facts or rote application of simple procedures. The task does not require any cognitive effort beyond remembering the right response or formula. Copying, computing, defining, and recognizing are typical Level 1 tasks.

Level 2: Skills and Concepts

At this level, a student must make some decisions about his or her approach. Tasks with more than one mental step such as comparing, organizing, summarizing, predicting, and estimating are usually Level 2.

Level 3: Strategic Thinking

At this level of complexity, students must use planning and evidence, and thinking is more abstract. A task with multiple valid responses where students must justify their choices would be Level 3. Examples include solving non-routine problems, designing an experiment, or analyzing characteristics of a genre.

Level 4: Extended Thinking

Level 4 tasks require the most complex cognitive effort. Students synthesize information from multiple sources, often over an extended period of time, or transfer knowledge from one domain to solve problems in another. Designing a survey and interpreting the results, analyzing multiple texts by to extract themes, or writing an original myth in an ancient style would all be examples of Level 4.

Start Date: 8/25/2014 **End Date:** 8/24/2015

Program Area(s): Professional Education

Supported Strategies: None selected

Curriculum Mapping

Description:

Grade levels/departments will review and revise their curriculum on a regular basis. Please note, curriculum is never finalized, nor is it ever "set in stone." Instead, curriculum is a fluid document that must be reviewed and revised on a regular basis to ensure consistency among curriculum, instruction, and assessments methods within and between grade levels/departments.

Start Date: 8/25/2014 **End Date:** 8/24/2015

Program Area(s): Professional Education

Supported Strategies: None selected

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

Description:

Various types of data are reviewed on a regular basis to support instructional decisions within and among grade levels/departments. Grade levels/department teams meet throughout the school year to review benchmark data. This data is used to make instructional decisions regarding whole groups, small groups, and individual students. Assessment data will be stored through the student information system, Sapphire, in their Assessment Tracker.

Start Date: 8/25/2014 **End Date:** 8/24/2015

Program Area(s): Professional Education

Supported Strategies: None selected

Instructional Conversations

Description:

Educators will engage in discussions with their students regarding the student's academic performance. Student performance on various assessments will be compiled over time and reviewed. Educators will use the information to monitor the students progress. As progress is monitored, the educator will communicate the student's performance with the student and parents/guardians.

Start Date: 8/25/2014 **End Date:** 8/24/2015

Program Area(s): Professional Education, Student Services

Supported Strategies: None selected

Increased Quality Instructional Time

Description:

A master schedule will be created and implemented at each of the schools. This approach will allow CASD to maximize their instruction resources efficiently and effectively. The master schedule will align to student needs and requests. The elementary students will receive both small group and

large group instruction. Master schedule in the secondary will allow students a pathway to college and career readiness.

Start Date: 8/25/2014 **End Date:** 8/24/2015

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

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Corry Area SD.

District Level Affirmations

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

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

Affirmed by Doris Gernovich on 2/25/2015

Board President

Affirmed by William Nichols on 2/25/2015

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

Affirmed by Doris Gernovich on 4/30/2014

Board President

Affirmed by William Nichols on 4/29/2014

Superintendent/Chief Executive Officer