



Southmoreland SD

District Level Plan

07/01/2021 - 06/30/2024

Updated 8.13.21

District Profile

Demographics

200 Scottie Way
Scottsdale, PA 15683-
724-887-2005
Superintendent: Vincent Mascia
Director of Special Education: Ron Heitchue

Planning Process

During the spring of 2021, the superintendent convened a committee that includes teachers, community members and administrators to meet via Zoom to review the planning tool and to complete the components of the Plan over several meetings. It is essential this process resume so as to ensure a definitive direction the district must follow to improve educational practices and performance. In that series of meetings that will occur over the course of the spring and summer, the committee and the superintendent will identify current accomplishments, concerns and prioritize system challenges. The committee will then be able to develop goals with action steps, strategies, and timelines for completion. The district administrative team will meet in August of 2021 and the school-level plans will be presented. Upon board approval of the plan, the superintendent will review performance goals to all district staff in August during the return to school presentation. The superintendent will meet with the Southmoreland School Board to present the individual schools and district's goals and action plans. The superintendent will then meet with the administrative team to discuss the execution of the improvement plans in each of the four schools and the required documentation as to the completion of the plans.

Mission Statement

WE WILL:

- Promote excellence of character
- Inspire a life-long love of learning and the pursuit of truth
- Highlight the multiple pathways for student success
- Cultivate compassion and empathy in an inclusive environment
- Empower social, emotional and physical well-being
- Prepare future leaders and contributors in our community and beyond
- Leverage our community resources to enhance student learning and provide authentic, 21st century learning experiences
- Do all of these things TOGETHER

Vision Statement

The vision of Southmoreland School District is High Quality Learning for All.

Shared Values

At Southmoreland School District, our mission is to provide high quality learning for all. We will implement the 3 Big Ideas of a Professional Learning Community with fidelity.

1. A Focus on Learning
2. Build and Develop our Collaborative Culture
3. A Focus on Results

We will demonstrate respect and belief in students through the promotion of effort-based learning.

Educational Community

Located 49 miles southeast of Pittsburgh, Southmoreland was formed by the 1964 jointure of the Scottdale and East Huntingdon school districts. The District is comprised of four small political subdivisions in two separate counties: East Huntingdon Township and Scottdale Borough in southern Westmoreland County and Everson Borough and Upper Tyrone Township in northern Fayette County. The total area of the school district is 42 square miles and the 2010 census population was 15,199. Fayette County is one of the poorest counties in the state and the various measures of income (median household, per capita, and mean earnings) are all below the state and national averages. Approximately 50% of Southmoreland students are eligible for free or reduced lunches.

This rural community has been heavily influenced throughout its history by the agricultural, coal, railroad, and manufacturing industries. At the beginning of the twentieth century, Scottdale, Pennsylvania was the center of Henry Clay Frick's coke interests. Used in the steel-making process, this fuel derivative of coal provided the region with a brief period of affluence. Approximately 30,000 coke ovens in southwestern Pennsylvania were surrounded by hundreds of coal mines, and Scottdale was considered the financial center of the county. The area's economy declined, however, prior to the Great Depression and has never recovered. The town's population has decreased to just over 4000 since reaching its peak of over 6000 in 1940.

Southmoreland has a population of approximately 1900 students housed in four schools: a K-1 primary center, a 2-5 elementary school, a 6-8 middle school, and a 9-12 high school.

Planning Committee

| Name | Role |
|--------------------------|---|
| Daniel Clara | Administrator |
| Ron Heitchue | Administrator : Special Education |
| Daniel Krofcheck | Administrator |
| Tracey Kuchar | Administrator : Professional Education |
| Vincent Mascia | Administrator |
| Racquel Sutton | Administrator |
| Tracy Showman | Business Representative : Professional Education |
| Lisa Fratto | Ed Specialist - School Counselor : Professional Education |
| Andrea Hanford | Ed Specialist - School Counselor : Professional Education Special Education |
| Sarah Whitacre | Ed Specialist - School Counselor : Special Education |
| Morgan Coleman | Elementary School Teacher - Regular Education : Special Education |
| Brenda Cottom | Elementary School Teacher - Regular Education : Special Education |
| Kaely Potochnik | Elementary School Teacher - Regular Education : Special Education |
| LeeAnn Richter | Elementary School Teacher - Regular Education : Professional Education |
| Jennifer Zeffiro | Elementary School Teacher - Regular Education : Professional Education |
| Larry Ansell | High School Teacher - Regular Education : Schoolwide Plan |
| Jim Henigin | Middle School Teacher - Regular Education |
| Ken Leighty | Middle School Teacher - Regular Education : Professional Education |
| Stacie Weaver | Middle School Teacher - Regular Education |
| Leslie Kuhns | Parent : Professional Education |
| Michelle Williams | Parent : Special Education |

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Primary level standards from the American School Counselor Association are currently being researched for possible curricular inclusion.

Elementary Education-Intermediate Level

| Standards | Mapping | Alignment |
|---|--------------|--------------|
| Arts and Humanities | Accomplished | Accomplished |
| Career Education and Work | Accomplished | Accomplished |
| Civics and Government | Accomplished | Accomplished |
| PA Core Standards: English Language Arts | Developing | Developing |

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

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

Family and Consumer Sciences is not taught at the elementary level (2-5).

Elementary level standards from the American School Counselor Association are currently being researched for possible curricular inclusion.

Middle Level

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

| | | |
|-----------------------|--------------|--------------|
| School Climate | Developing | Developing |
| World Language | Non Existent | Non Existent |

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

Middle level standards from the American School Counselor Association are currently being researched for possible curricular inclusion.

Interpersonal skills are not taught as a stand-alone curriculum at the middle level.

The FACS courses at the middle level are no longer offered. A STEM course has been added as part of our rotation.

High School Level

| Standards | Mapping | Alignment |
|--|----------------|------------------|
| Arts and Humanities | Accomplished | Accomplished |
| Career Education and Work | Accomplished | Accomplished |
| Civics and Government | Accomplished | Accomplished |
| PA Core Standards: English Language Arts | Accomplished | Accomplished |
| PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Accomplished | Accomplished |
| PA Core Standards: Mathematics | Accomplished | Accomplished |
| Economics | Accomplished | Accomplished |
| Environment and Ecology | Accomplished | Accomplished |
| 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 | Developing | Developing |
| English Language Proficiency | Accomplished | Accomplished |
| Interpersonal Skills | Developing | Developing |
| School Climate | Developing | Developing |
| World Language | Accomplished | Accomplished |

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

There lacks a clear understanding of what "alternate academic content standards" would be at the high school level.

High school standards from the American School Counselor Association are currently being researched for possible curricular inclusion.

Interpersonal skills are not taught as a stand-alone curriculum at the high school level.

Adaptations

Elementary Education-Primary Level

Checked answers

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

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

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

Unchecked answers

None.

Middle Level

Checked answers

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

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

Unchecked answers

None.

High School Level

Checked answers

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

Unchecked answers

None.

Explanation for any standards checked:

Standards for any specific curricular area serve as resource and a guide for developing curriculum. Standards are never treated as **the** curriculum, thus students are always expected to learn beyond the identified standards in any specific area.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

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

Processes used to ensure Accomplishment:

Teachers are assigned to grade level and/or department teams in grades K-12. Teachers meet as a routine and regular part of their school day to ensure a guaranteed and viable curriculum for all students. Teachers engage in the Team Learning Process. This is the process through which each team, as part of an ongoing cycle: 1) develops team norms; 2) clarifies the essential skills that students must know for each unit of instruction; 3) maps curriculum; 4) develops multiple common assessments with benchmarks; 5) analyzes the results and identifies/implements improvement strategies; and 6) develops SMART goals based on assessment results. Careful monitoring of each team's journey as they cycle through the Team Learning Process is the mechanism through which a focus on learning is both maintained and enhances.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Teachers are assigned to grade level and/or department teams in grades K-12. Teachers meet as a routine and regular part of their school day to ensure a guaranteed and viable curriculum for all students. Teachers engage in the Team Learning Process. This is the process through which each team, as part of an ongoing cycle: 1) develops team norms; 2) clarifies the essential skills that students must know for each unit of instruction; 3) maps curriculum; 4) develops multiple common assessments with benchmarks; 5) analyzes the results and identifies/implements improvement strategies; and 6) develops SMART goals based on assessment results. Careful monitoring of each team's journey as they cycle through the Team Learning Process is the mechanism through which a focus on learning is both maintained and enhances.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

Teachers are assigned to grade level and/or department teams in grades K-12. Teachers meet as a routine and regular part of their school day to ensure a guaranteed and viable curriculum for all students. Teachers engage in the Team Learning Process. This is the process through which each team, as part of an ongoing cycle: 1) develops team norms; 2) clarifies the essential skills that students must know for each unit of instruction; 3) maps curriculum; 4) develops multiple common assessments with benchmarks; 5) analyzes the results and identifies/implements improvement strategies; and 6) develops SMART goals based on assessment results. Careful monitoring of each team's journey as they cycle through the Team Learning Process is the mechanism through which a focus on learning is both maintained and enhances.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

Teachers are assigned to grade level and/or department teams in grades K-12. Teachers meet as a routine and regular part of their school day to ensure a guaranteed and viable curriculum for all students. Teachers engage in the Team Learning Process. This is the process through which each team, as part of an ongoing cycle: 1) develops team norms; 2) clarifies the essential skills that students must know for each unit of instruction; 3) maps curriculum; 4) develops multiple common assessments with benchmarks; 5) analyzes the results and identifies/implements improvement strategies; and 6) develops SMART goals based on assessment results. Careful monitoring of each team's journey as they cycle through the Team Learning Process is the mechanism through which a focus on learning is both maintained and enhances.

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

This narrative is empty.

Modification and Accommodations

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

Students in the regular instructional program receive a curriculum which is guaranteed and viable, meaning that students receive instruction related to the same essential objectives regardless of which teacher is teaching the class. Teachers of the same subject, grade level, and/or content area reach a consensus on what students need to know and must be able to do. The district in grades K-12 also provides intervention and enrichment support for students who struggle with any particular skill or those students in need of extra challenge. This block of time is built into the school schedules and occurs in support of (rather than in place of) regular instruction. Students with IEPs or other disabilities are included into the regular curriculum, with necessary supports as needed, to the greatest extent possible. In addition to the Intervention/Extension period, these students also may receive regular resource assistance that supports regular instruction.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Walkthroughs targeted on instruction
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators

Unchecked Answers

- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

Southmoreland School District is a proponent of Dr. Richard DuFour's Professional Learning Community model of building collaborative team structures to improve student learning. A PLC is defined as *educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators* (DuFour, DuFour, Eaker, & Many, 2006).

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

Southmoreland teachers and administrators continuously engage in action research in applying best practice within the profession. As research in the field is connected to aforementioned strategies for improving student learning, due consideration will be given for possible implementation.

*Responsiveness to Student Needs***Elementary Education-Primary Level**

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

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

This narrative is empty.

Elementary Education-Intermediate Level

| Instructional Practices | Status |
|--|---------------------|
| Structured grouping practices are used to meet student needs. | Full Implementation |

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

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

Southmoreland School District follows a rigorous screening and interview process to identify educators whom the district believes will best meet the needs of the students, the building and the system.

Assessments

Local Graduation Requirements

| Course Completion | SY 21/22 | SY 22/23 | SY 23/24 |
|---|-----------------|-----------------|-----------------|
| Total Courses | 25.00 | 25.00 | 25.00 |
| English | 4.00 | 4.00 | 4.00 |
| Mathematics | 4.00 | 4.00 | 4.00 |
| Social Studies | 4.00 | 4.00 | 4.00 |
| Science | 4.00 | 4.00 | 4.00 |
| Physical Education | 1.50 | 1.50 | 1.50 |
| Health | 0.50 | 0.50 | 0.50 |
| Music, Art, Family & Consumer Sciences, Career and Technical Education | 7.00 | 7.00 | 7.00 |
| Electives | | | |
| Minimum % Grade Required for Credit (Numerical Answer) | 65.00 | 65.00 | 65.00 |

Graduation Requirement Specifics

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

Checked answers

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more

Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment.

Validated local assessments must meet the following standards:

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

Unchecked answers

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

Local Assessments

| Standards | WA | TD | NAT | DA | PSW | Other |
|----------------------------|-----------|-----------|------------|-----------|------------|--------------|
| Arts and Humanities | X | X | | | X | X |

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

Methods and Measures

Summative Assessments

| Summative Assessments | EEP | EEI | ML | HS |
|--|------------|------------|-----------|-----------|
| PSSA Math, Reading, Science, Writing | | X | X | |
| Keystone Algebra, Literature, Biology | | | | X |

Benchmark Assessments

| Benchmark Assessments | EEP | EEI | ML | HS |
|--------------------------------|------------|------------|-----------|-----------|
| NWEA Maps | X | X | X | X |
| Acadience (Reading K-2) | X | | | |

Formative Assessments

| Formative Assessments | EEP | EEI | ML | HS |
|---|------------|------------|-----------|-----------|
| Teachers collaboratively create common formative assessments in all core subject areas | X | X | X | X |

Diagnostic Assessments

| Diagnostic Assessments | EEP | EEI | ML | HS |
|-------------------------------|------------|------------|-----------|-----------|
| NWEA Maps | X | X | X | X |

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Teachers meet in grade levels teams and departments as a routine and regular part of daily schedule. Common formative assessments are created and given at pre-determined times in order to assess student learning and program efficacy. Teachers meet regularly to analyze the results of these assessments.

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.

Teachers meet in grade levels teams and departments as a routine and regular part of daily schedule. Common formative assessments are created and given at pre-determined times in order to assess student learning and program efficacy. Teachers meet regularly to analyze the results of these assessments.

Collection and Dissemination

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

In all schools, K-12, teachers are organized into teams as part of our Professional Learning Community process. As a regular part of the teaming process, teams meet routinely to collect analyze, and disseminate assessment data. Teams interact with common assessment data and NWEA MAPS in order to identify struggling/advanced learners, and to make instructional program decisions.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

Students who have not demonstrated achievement of the academic standards at a proficient level or higher are identified and selected for the Intervention and Extension (I/E) period. I/E occurs K-12 as a daily block of time as a regular part of the school schedule. Students in the elementary schools are re-grouped according to non-proficient, proficient, and students in need of enrichment. The particular skill is isolated and students are presented additional instruction on either the unlearned or enriched skill. In middle school and high school, students are able to meet with the specific teacher for additional instruction centered on the unlearned or skill for enrichment.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Teachers meet on a continuous basis to plan and implement curriculum, and to plan common assessments to measure student learning and instructional program effectiveness. During team meetings (at least once in a six day cycle in all K-12 grades) teachers analyze common assessment results, analyze PVAAS data, and analyze other summative results such as PSSA and Keystone data.

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

All strategies have been selected as incorporated strategies.

Distribution of Summative Assessment Results

| Distribution Methods | EEP | EEI | ML | HS |
|--|------------|------------|-----------|-----------|
| Course Planning Guides | | | | 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 | | | |
| 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.

Engaging parents and the community is a selected goal for each of our individual schools in their respective school improvement plans. Individual schools are systematic in notifying parents of how students are achieving learning targets.

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

Currently, the school website is under review for improvements to ensure more and clearer information for parents and students.

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.

Growth has continued to be a challenge for the district. To address this issue (which our PVAAS Data shows to be a consistent concern over the past several years) the district will use data collected through NWEA MAPS (given three times a year) to chart student growth and to guide individual and programmatic decisions for learning.

Programs, Strategies and Actions

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

| | | | | |
|---|---|---|---|---|
| Peer Helper Programs | 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 | 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:

The superintendent will meet with principals and discuss the viability of peer support programs in the primary, elementary, and middle schools. PSPB teams were established in 2018-2019 at SES—plans to expand to the PC are being reviewed in 2021-2022.

Screening, Evaluating and Programming for Gifted Students

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

Southmoreland School District ensures through the following processes as outlined in Pennsylvania School Code (specifically, Chapter 16.21) whether a student is mentally gifted. This term includes a person who has an IQ of 130 or higher or when multiple criteria as set forth in Chapter 16 and in Department Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. Deficits in memory or processing speed, as indicated by testing, cannot be the sole basis upon which a student is determined to be ineligible for gifted special education. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted must include an assessment by a certified school psychologist. Screening tools may include, but are not limited to, the following measures: Wechsler Intelligence Scale for Children, the Stanford-Binet Intelligence Scale, the Woodcock-Johnson Test for Cognitive Abilities/Achievement, the Brigance Screening tool, DIBELS, and others. Multiple criteria indicating gifted ability include:

(1) A year or more above grade achievement level for the normal age group in one or more subjects as measured by Nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas.

(2) An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability.

(3) Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment.

(4) Early and measured use of high level thinking skills, academic creativity, leadership skills,

intense academic interest areas, communications skills, foreign language aptitude or technology expertise.

(5) Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities defined in 34 CFR 300.8 (relating to child with a disability), gender or race bias, or socio/cultural deprivation are masking gifted abilities.

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

Southmoreland School District ensures through the following processes as outlined in Pennsylvania School Code (specifically, Chapter 16.21) whether a student is mentally gifted. This term includes a person who has an IQ of 130 or higher or when multiple criteria as set forth in Chapter 16 and in Department Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. Deficits in memory or processing speed, as indicated by testing, cannot be the sole basis upon which a student is determined to be ineligible for gifted special education. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. Determination of mentally gifted must include an assessment by a certified school psychologist. Screening tools may include, but are not limited to, the following measures: Wechsler Intelligence Scale for Children, the Stanford-Binet Intelligence Scale, the Woodcock-Johnson Test for Cognitive Abilities/Achievement, the Brigance Screening tool, DIBELS, NSGRA and others.

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

Multiple criteria indicating gifted ability include:

- (1) A year or more above grade achievement level for the normal age group in one or more subjects as measured by Nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas.
- (2) An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability.
- (3) Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment.
- (4) Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise.
- (5) Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities defined in 34 CFR 300.8 (relating to child with a disability), gender or race bias, or socio/cultural deprivation are masking gifted abilities.

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

The gifted program works in cooperation with the grade level teams to match extension activities to the curriculum.

Developmental Services

| Developmental Services | EEP | EEI | ML | HS |
|-------------------------------------|------------|------------|-----------|-----------|
| Academic Counseling | X | X | X | X |
| Attendance Monitoring | X | X | X | X |
| Behavior Management Programs | X | X | X | X |
| Bullying Prevention | X | X | X | X |
| Career Awareness | X | X | X | X |
| Career Development/Planning | X | X | X | X |

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

Explanation of developmental services:

The aforementioned services are integrated into the K-12 curriculum as noted above.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

| Consultation and Coordination Services | EEP | EEI | ML | HS |
|---|------------|------------|-----------|-----------|
| Alternative Education | X | X | X | X |
| Case and Care Management | X | X | X | X |
| Community Liaison | X | X | X | X |

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

| | | | | |
|-------------------------|---|---|---|---|
| School Calendar | X | X | X | X |
| Student Handbook | X | X | X | X |

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

The collaborative structure we have developed in Southmoreland School District ensures that students are met at their level by teachers from that grade to work in groups that may be in the classroom or across the grade itself.

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

Southmoreland School District has a joint arrangement with the local YMCA to provide before school and after school services for elementary children at Southmoreland Elementary.

Preschool Agency Coordination

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

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

The Southmoreland School District works closely with the Westmoreland Intermediate Unit and its Early Intervention program to identify student needs as they begin their primary schooling with us. We schedule meetings in the spring with the parents and the current providers to review data and to ensure continuum of care as needed for students who have been identified. The Southmoreland School District coordinates a meeting in the fall with all local childcare providers and Pre-K programs to discuss our curriculum and structure and to identify what common core skills we will be addressing as students begin their formal learning in our system. We plan with those groups monthly visits and evening activities in the spring to ensure that students are frequently in the building and that they are able to connect with the school before they formally enter our school. These activities include "Read With Me at SPC" as well as our Kindergarten Kickoff and Screenings. We produce handbooks that include pictures of our staff, our building and classrooms, and distribute those to our parents and students so that they are able to review them and know who we are before arriving in the fall to begin with us.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Teams of teachers, on a continuous basis, participate in the team learning process. During this on-going process of collective inquiry teachers work in teams to: 1) Identify essential outcomes all students must learn in each content area at each grade level during the school year, semester, and each unit of instruction; 2) Create common pacing guides and curriculum maps that each teacher implements; 3) Develops multiple common formative assessments; 4) Establish a target score all students must achieve to demonstrate proficiency in each skill on each common formative assessment; 5) Administer the common assessment and analyze results; 6) Identify programmatic improvement strategies and develop SMART goals that target identified areas.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

Teams of teachers, on a continuous basis, participate in the team learning process. During this on-going process of collective inquiry teachers work in teams to: 1) Identify essential outcomes all students must learn in each content area at each grade level during the school year, semester, and each unit of instruction; 2) Create common pacing guides and curriculum maps that each teacher implements; 3) Develops multiple common formative assessments; 4) Establish a target score all students must achieve to demonstrate proficiency in each skill on each common formative assessment; 5) Administer the common assessment and analyze results; 6) Identify programmatic improvement strategies and develop SMART goals that target identified areas.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Teams of teachers, on a continuous basis, participate in the team learning process. During this on-going process of collective inquiry teachers work in teams to: 1) Identify essential outcomes all students must learn in each content area at each grade level during the school year, semester, and each unit of instruction; 2) Create common pacing guides and curriculum maps that each teacher

implements; 3) Develops multiple common formative assessments; 4) Establish a target score all students must achieve to demonstrate proficiency in each skill on each common formative assessment; 5) Administer the common assessment and analyze results; 6) Identify programmatic improvement strategies and develop SMART goals that target identified areas.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Teams of teachers, on a continuous basis, participate in the team learning process. During this on-going process of collective inquiry teachers work in teams to: 1) Identify essential outcomes all students must learn in each content area at each grade level during the school year, semester, and each unit of instruction; 2) Create common pacing guides and curriculum maps that each teacher implements; 3) Develops multiple common formative assessments; 4) Establish a target score all students must achieve to demonstrate proficiency in each skill on each common formative assessment; 5) Administer the common assessment and analyze results; 6) Identify programmatic improvement strategies and develop SMART goals that target identified areas.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

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

| | |
|--|---|
| | classrooms |
| American School Counselor Association for Students | Implemented in 50% or more of district classrooms |
| Early Childhood Education: Infant-Toddler&rarr;Second Grade | Implemented in 50% or more of district classrooms |
| English Language Proficiency | Implemented in 50% or more of district classrooms |
| Interpersonal Skills | Implemented in 50% or more of district classrooms |
| School Climate | Implemented in 50% or more of district classrooms |

Further explanation for columns selected"

This narrative is empty.

Elementary Education-Intermediate Level

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

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

| | |
|--|------------|
| | classrooms |
|--|------------|

Further explanation for columns selected”

This narrative is empty.

Middle Level

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

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

Further explanation for columns selected”

This narrative is empty.

High School Level

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

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

| | |
|---|---|
| | classrooms |
| American School Counselor Association for Students | Implemented in 50% or more of district classrooms |
| English Language Proficiency | Implemented in 50% or more of district classrooms |
| Interpersonal Skills | Implemented in 50% or more of district classrooms |
| School Climate | Implemented in 50% or more of district classrooms |
| World Language | Implemented in 50% or more of district classrooms |

Further explanation for columns selected”

This narrative is empty.

Early Warning System

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

Yes, we are interested in the PA EWS/IC for our district, and would like more information regarding the process.

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 | X | X | X | X |

| | | | | |
|---|---|---|---|---|
| effective practice research, with attention given to interventions for gifted students. | | | | |
| Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making. | X | X | X | X |
| Empowers educators to work effectively with parents and community partners. | X | X | X | X |

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

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

"The best professional development occurs in a social and collaborative setting rather than in isolation, is ongoing and sustained rather than infrequent and transitory, is job-embedded rather than external, occurs in the context of the real work of the school and classroom rather than in off-site workshops or courses, focuses on results (that is, evidence of improved student learning) rather than activities or perceptions, and is systematically aligned with school and district goals rather than random.

--DuFour, DuFour, Eaker, (2008). *Revisiting Professional Learning Communities at Work*. (p. 369-370). Bloomington, IN:Solution Tree Press.

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

Using tools like ECRI, 95% Group, Heggerty and through our IE program, the district is able to accommodate the students and their needs by identifying through common assessments and through IE planning to develop student-centered strategies.

Educator Discipline Act 126, 71

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

| |
|--|
| Questions |
| The LEA has conducted the required training on: |
| 12/1/2015 |

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

| |
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| Questions |
| The LEA has conducted the training on: |
| 10/10/2016 |

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

| |
|---|
| Questions |
| The LEA has conducted the training on: |
| 10/10/2016 |

Strategies Ensuring Fidelity

Checked answers

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

*Unchecked answers**None.*

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

"The best professional development occurs in a social and collaborative setting rather than in isolation, is ongoing and sustained rather than infrequent and transitory, is job-embedded rather than external, occurs in the context of the real work of the school and classroom rather than in off-site workshops or courses, focuses on results (that is, evidence of improved student learning) rather than activities or perceptions, and is systematically aligned with school and district goals rather than random.

--DuFour, DuFour, Eaker, (2008). *Revisiting Professional Learning Communities at Work*. (p. 369-370). Bloomington, IN:Solution Tree Press.

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

This narrative is empty.

*Induction Program**Checked answers*

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

- Inductees will know and implement the principles of Dr. Richard DuFour's Professional Learning Community Model of using collaborative team structures to improve student learning and achievement.

Unchecked answers

None.

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

Inductees are assigned to a grade level and/or department team when they begin their assignment in the district. The team structure allows for a very successful indoctrination into the "Southmoreland way." Furthermore the team structure provides great support for new teachers to the school/district. Additionally, inductees are also assigned a mentor from their school/grade level/content area. The formal mentoring process engages the inductee through a series of formal activities designed to successfully transition the inductee into the school and their teaching assignment.

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

This narrative is empty.

Needs of Inductees

Checked answers

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

Unchecked answers

- Inductee survey (local, intermediate units and national level).
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

All teacher inductees are assigned a mentor and participate in a formal program that occurs during their first year of service. The induction program features frequent peer observations by the inductee along with observations conducted by the mentor. Furthermore, the mentor and inductee engage in professional book studies pertaining to Dr. Richard DuFour's Professional Learning Community model of building collaborative team structures to improve student learning.

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

Inductee surveys related to their experience and interviews with second year teachers will be incorporated into the induction plan beginning in 2013-2014.

Mentor Characteristics

Checked answers

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

Unchecked answers

- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).

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

The superintendent's designee works with principals to ensure potential mentors possess the above referenced characteristics.

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

All of our teachers work in collaborative teams as a regular and routine practice within the district. This culture of collaboration serves to enhance communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development.

Induction Program Timeline

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

If necessary, provide further explanation.

The above topics are addressed concurrently throughout the school year, both within the inductee/mentor relationship and through the inductee's inclusion in the teaming structures of the Professional Learning Community model.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The superintendent's designee communicates regularly with mentors and inductees to monitor the progress of the formal plan. A timeline of completion for activities is included within the plan.

Recording Process

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

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

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **310**

Identification Method

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

The Southmoreland School District identifies students with specific learning disabilities in compliance with the Pennsylvania Special Education Regulations §14.125 (derived from the federal IDEA regulations in §300.309), which outlines the criteria for determination of a Specific Learning Disability (SLD). The Southmoreland School District currently uses the discrepancy model to identify a student with SLD. Students who are suspected of having a Specific Learning Disability are recommended to the multidisciplinary team for evaluation by the classroom or content area teacher or the parent. Classroom data is reviewed and a determination is made regarding the student's achievement pursuant to his/her age or ability to meet state approved grade-level benchmarks or standards in one of eight areas of functioning (oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving).

If it is determined that the student is not achieving as expected, despite numerous classroom interventions, a classroom observation is conducted by someone other than the classroom teacher and the certified school psychologist administers a battery of reliable and valid standardized assessments that are designed to measure both intellectual ability and achievement. The school psychologist then analyzes the results of the standardized assessments to determine if there is a discrepancy between ability and achievement and reports these results to the multidisciplinary team. The team then determines whether or not the lack of achievement is the result of an intellectual disability, sensory deficit, emotional disturbance, cultural barriers, limited English proficiency, environmental or economic disadvantage, or lack of appropriate instruction. If the team determines that the student is not intellectually disabled, that a discrepancy exists between ability and achievement, and that the discrepancy is not the result of one of the aforementioned factors, the student meets criteria to qualify as a student with a Specific Learning Disability.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

The current Special Education Data Report shows that the Southmoreland School District met the State Performance Plan Target for Indicators 9 and 10. The Special Education Data Report indicates that the Southmoreland School District was below the State Percent of Special Education Enrollment by Disability in the following areas: Emotional Disturbance, Other Health Impairment, and Specific Learning Disability. The District was above the State Percent in Autism, Intellectual Disability, and Speech or Language Disability.

Although the District is above the state average in students identified with Autism Spectrum Disorders and Intellectual Disability, the District does not believe it is over-identifying students in those areas. The autism numbers could be attributed to the national trend of increasing rates of autism. In addition, the District has expanded Autistic Support programming to K-12, which has made Southmoreland an appealing option for families who have children with Autism Spectrum Disorders. The District is also only .6% above the state average, .6% represents less than two students.

The number of students identified with intellectual disabilities is 2.3% higher than the State percentage. This number can be partially attributed to an increase in students enrolling through Early Intervention who qualify as having an Intellectual Disability. The District has also increased service options for students with Intellectual Disabilities, which could also result in Southmoreland as a preferred school for parents.

The large number of students identified with a Speech or Language Impairment could be the result of numerous awareness activities that are provided to parents and staff each year by the speech and language pathologists, as well as the high number of students enrolled in kindergarten who are already receiving speech and language services through early intervention. This is supported by similarly high numbers of students receiving Speech and Language services in our surrounding districts. In 2019 the District hired a third full time speech pathologist, decreasing the caseloads of speech pathologists and allowing for increased servicing options. Speech pathologists are also working on developing an intervention model to provide tiered supports for elementary students.

District procedures for the identification, location, and evaluation of students are reviewed on an ongoing basis to ensure compliance with special education regulations and to ensure that a Free and Appropriate Public Education (FAPE) is provided to all students with disabilities who require special education and related services.

Non-Resident Students Oversight

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

Currently, there is one residential facility within the borders of the Southmoreland School District. The Southmoreland School District complies with Section 1306 of the Public School Code to ensure FAPE and LRE. Presently, the Southmoreland School District follows policies set forth in §24 P.S. S 13-1308 to establish residency of a student who is living at the residential

facility, but whose parents are not residents of the Southmoreland School District. Students who are residents of these facilities are able to attend the Southmoreland School District.

To ensure FAPE and LRE, as well as meet obligations associated with Section 1306, Southmoreland assumes responsibility for making decisions regarding the goals, programming, and educational placement for each student. Southmoreland also seeks advice from the resident school district with respect to the student, and keeps the resident school district informed of its plans to educate the students.

When the Southmoreland School District is notified that a resident student is being educated by another school district under Section 1306, the District claims the student and provides the appropriate documentation of funds to support that student's education in the host district. When the Director of Special Education is informed by the educating district or entity, a District representative will attend the meeting and Individualized Education Program (IEP) meetings either in person or via phone conference and will provide input.

The barriers that limit the District's ability to meet its Section 1306 obligations are timely communication from the education entity about the student's placement and lack of parent understanding of the local district's responsibility when a child is being educated under this regulation.

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).

There are currently no 1306.2 facilities within the Southmoreland School District. The Southmoreland School District is in compliance with the requirements of IDEA and Chapter 14 regarding the identification, evaluation, placement, and provision of special education services to all eligible school age individuals who have been incarcerated. Once the District is informed of a student in an incarceration facility, the District forwards all educational records to the facility, including the most recent evaluation or reevaluation report and IEP. Eligible students receive special education services when they are charged with a criminal offense, while awaiting trial, and after they are convicted of a criminal offense.

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.

Students suspected of having a disability will participate in a multidisciplinary evaluation. The IEP team examines the results of the MDE and determines programming options, considering continuum of service levels. The least restrictive environment (LRE) component of the Individuals with Disabilities Education Act (IDEA) mandates that the IEP team consider educating students who are identified with disabilities within the general education setting with supplementary aids and services to the maximum extent appropriate prior to considering more restrictive settings. Each student's Individualized Educational Program (IEP) team reviews the student's needs to determine what specific supplementary aids and services are needed for the student to be successful in his/her educational setting. Specific examples of supplementary aids and services follows:

| Service | Resource Description |
|------------------------|--|
| Academic Interventions | Interventions for all subject areas are available to all students during the Student Support Period and Intervention/Enrichment Time. Special education teachers utilize a variety of intervention programs to supplement student instruction. In addition, computerized interventions are available at all levels. All services are provided based upon students' needs as determined in their IEPs. During the 2019-2020 school year, Southmoreland Elementary School began a Walk to Intervention model. This is a grade level intervention/enrichment time when all available resources in the building are pooled together to provide specific, small group intervention - daily. |
| Assessment | Comprehensive assessments are available for all students in need. The District utilizes professionals from the WIU for assistive technology evaluations based upon individual student needs. CAMCO provides evaluations for students with OT and PT concerns. |
| Benchmark Assessments | Benchmark assessments and progress monitoring in Reading and Math is used in all buildings. |
| Career Counseling | Career programming through guidance begins in kindergarten and continues throughout each |

| | |
|--|--|
| | student's schooling. Individual counseling begins at the secondary level. |
| Career/ Transition Services | <ul style="list-style-type: none"> · Transition coordinator 7-12 grade · Transition Survey Parents/ Students · Use of LiveBinder Resources for assessments, parent and student information through the WIU · Collaboration with OVR and OVR Early Reach Initiative · High School Coffee Shop · Middle School Coffee Shop · Work Discovery Program for secondary students · Collaboration with Westmoreland Career and Technical Center · Westmoreland Community College-College in the High School Programs |
| Collaboration-Supplementary Aids and Services | <ul style="list-style-type: none"> · Co-teaching · PLC Model · Paraprofessional Support · PCAs for individuals with significant needs · Outside training and consulting services through WIU 7 and PaTTAN · Professional Development · Common Planning time · Training for staff on use of interventions and assistive technology · Special Education Department meetings · PaTTAN Conferences and workshops · Webinars |
| Continuum of Services | Comprehensive continuum of services available and designed to meet the needs of all students. |
| Instructional- Supplementary Aids and Services | <ul style="list-style-type: none"> · Modifying Tests · Co-teaching · Differentiated Instruction · Modification of learning environment · Providing outlines and cloze outlines · Books on tape/Bookshare · Use of technology (Chromebooks, laptops, iPads) · FM Systems · Speech to Text · Text to Speech |

| | |
|---|---|
| | <ul style="list-style-type: none"> · Word Prediction software · Augmentative Communication Devices · Word Banks · Hands on Activities · Small group Instruction · Paired Instruction · One on one support · Paraprofessional support · Specialized Curriculum · Use of manipulatives · Use of calculators · Modifications of time · Alternate forms of assessments · Modification of homework/projects · Printed/ verbal directions · Visual Schedules · Social Stories · Special seating arrangements · Resource support · Highlighted materials · Interpreter Services |
| Multi-Disciplinary Teams | <p>Bi-weekly team meetings (regular and special education) at every grade level to support and monitor student achievement. Parent meetings based on individual student needs. This has expanded in 2019-2020 to include Multi-Tiered System of Support Teams at SES to address/evaluate intervention programming.</p> |
| Physical-Supplementary Aids and Services | <ul style="list-style-type: none"> · Preferential seating · Fluorescent light covers · Flexible room arrangement · Cushion seats · Ball chairs · Rocking chairs · Seat discs · Adaptive equipment · Swings · Sensory objects · Wheelchair accessibility · Sensory wall at SPC |
| Social-Behavioral Supplementary Aids and Services | <ul style="list-style-type: none"> · SAP/ESAP · School Wide PBIS · Mental Health Liaison · School Based Mental Health |

| | |
|----------------------------|---|
| | <ul style="list-style-type: none"> · Guidance support · Lunch Buddies · Bully Prevention Program · Positive Reinforcement systems · Modifications to changing classes · Notifying students in advance of schedule changes · Behavior Contracts · Setting school and classroom expectations · Functional Behavioral Assessments · Positive Behavior Support Plans · Crisis Intervention (CPI) |
| Student Assistance Program | Building-level teams designed to support the social-emotional needs of students |
| Grade Level Support Teams | Grade-level teams at each building designed to support students who are struggling academically and behaviorally |

The Southmoreland School District makes every effort to ensure that students with disabilities are educated in the least restrictive environment with supplementary aids and services. In addition to adopting a Professional Learning Community (PLC) model, the District also has invested in professional development, curricular and intervention resources, and scheduling to increase its continuum of services from the last time this plan was drafted. In 2016 the district committed to a co-teaching model, since that time investments have been made to procure specialized intervention programs for students - primarily targeting the improvement of functional math and reading skills. Furthermore, intentional scheduling has allowed for more time for intervention, while not missing core instruction with non-disabled peers. To continue the district's efforts in co-teaching, special education teachers participate in team meetings with other grade level teachers to discuss challenges and to plan for differentiated instruction within the general education classroom. Common planning opportunities are available to all learning support teachers. Pull-out special education classes are offered only as a last resort when the nature and severity of the student's disability is such that progress in a general education setting cannot be achieved satisfactorily even with supplementary aids and services. A recommendation for change of placement to a more restrictive environment is usually due to either insufficient academic growth or insufficient academic growth in conjunction with behavioral concerns. Teachers have been trained in crisis prevention and intervention (CPI) and in completing Functional Behavioral Assessments and writing Positive Behavior Support Plans in order to provide better support to students who may have emotional needs in the hopes of decreasing the number of students with emotional/behavioral concerns who may need to go to outside placements. School Wide Positive Behavior Intervention and Supports programming has started at Southmoreland Elementary.

A review of Educational Environments (Indicator 5) shows that the Southmoreland School District met two of the three targets. This is due to the District's effort to educate students in the Least Restrictive Environment (LRE) through strategies mentioned previously.

SE Inside Regular Class 80% or more:

The Southmoreland School District (77.5%) is above the state average (61.5%) in SE Inside Regular Class 80% or more.

SE Inside Regular Class Less than 40%:

The Southmoreland School District (8.5%) is below the state average (9.4%) in SE Inside Regular Class <40%.

SE in Other Settings:

The Southmoreland School District (7.8%) is above the state average (4.8%) in this area. Although no student was placed in an outside setting without first exploring the option of education within the school district, lack of programs to meet specific populations' needs (specifically life skills support, emotional support, and autistic support) sometimes necessitates that students move to outside settings. The number of students in educational settings outside the school district has been a priority for the District since it's 2016 Special Education Plan, when 9.8% of Special Education students were being educated outside of the District. It is expected for that number to continue to drop, with the addition of a high school Autistic Support program, and a Middle School Life Skills Support Program. December 1, 2019 Child Count has already shown a decrease in this number to 6.7%. It is anticipated that this will decrease further next year with anticipated graduations.

Finally, five students (1.6% of total special education population) receive instruction in Partial Hospitalization Settings. While these settings are not a Least Restrictive Environment setting, they do account for a significant portion of our Special Education Students educated outside of the district. These placements are also the result of psychiatric treatment, and do not include the IEP team in the decision to place.

Behavior Support Services

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

The current Policy, Number 113.1, describes the procedures for developing behavior management plans for students eligible for special education services whose problem behaviors interfere with their learning or that of others. The Board directs that the district should remain in compliance with the Individuals with Disabilities Education Act (IDEA) and state regulations when disciplining students with disabilities for violating district policy and school rules and regulations. No student with a disability shall be expelled if that student's particular misconduct is a manifestation of the student's disability.

A student with a disability may be suspended for up to ten consecutive and fifteen cumulative days of school per year regardless of whether the behavior is a manifestation of the student's disability unless the student is identified with an intellectual disability. During the 2018-19 school year, a School Wide Positive Behavior Support team was trained and has continued to participate in conjunction with support from IU7 and PaTTAN Consultants. The district intends on expanding this training to the Primary Center during the 2020-2021 school year, and the

Middle School during the 2021-2022 school year. Additionally, special education teachers were trained to conduct Functional Behavioral Assessments and write Positive Behavior Support Plans during a 2020 PaTTAN training.

If appropriate, the IEP team (including parents) will develop a plan to address individual behavior problems in order to avoid having to suspend a student. Starting with a Functional Behavioral Assessment (FBA), a Positive Behavior Support Plan (PBSP) is developed to identify the problem behavior(s) and what function the behavior plays for the student. These are often completed with the assistance of the Westmoreland Intermediate Unit Behavior Specialist. Currently, Southmoreland School District also uses the following services to provide behavioral supports to students:

- School Based Mental Health
- SWPBIS
- St. Vincent Prevention Program - At Risk
- SAP K-12
- Consultation with the Behavior Specialist from Westmoreland Intermediate Unit
- SPHS for Drug and Alcohol Support
- Westmoreland Case Management Services, Inc.

Our SAP programs are powerful support pieces that bolster student supports within our schools. Students at all levels can receive additional lessons and support through our St. Vincent Prevention program. The Southmoreland School District maintains a partnership with School Based Mental Health to offer supports for at-risk students that is maintained throughout the year, including summer.

Special education staff, paraprofessionals and limited regular education staff have received training in Nonviolent Crisis Intervention. The training includes recognizing when students are anxious and intervening appropriately, as well as de-escalation techniques. In the case where an escalated student is a danger of physically harming himself or others, nonviolent physical restraint is used as a last resort. These restraints were also a part of the CPI training. Continued CPI refresher trainings will be held yearly. All CPI trainings are provided by certified trainers.

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.

In the instance when the Southmoreland School District is unable to provide Free Appropriate Public Education for a student within any of our district school buildings, the district has, and intends to utilize, partnerships with agencies including but not limited to:

Westmoreland Case Management, Westmoreland Intermediate Unit, Clairview School, Pressley Ridge, Robert Ketterer Charter School, Pace School, Chestnut Ridge Mental Health, the ARC of Westmoreland, Westmoreland Human Opportunities, Pathfinder School, Goodwill Industries, Latrobe Mental Health, Southwood Hospital, Clelian Heights School, Student Assistance, St. Vincent College, Adelphoi - Hartford Heights, New Directions School, Allegheny Intermediate Unit, New Story,, Northwest Human Services, Highlands Hospital, Merakey and Centerville Clinic. Our school district has been successful in providing FAPE for our students with more specialized needs through our partnerships with the aforementioned resources.

The Southmoreland School District collaborates either regularly, or on an as-needed basis, with the agencies listed above. Many of these collaborative situations are formalized through contracts and/or agreements, while others are used on an as-needed basis.

The Southmoreland School District maintains rapport with each of the aforementioned agencies. Meetings are scheduled between the District, parents, and the appropriate agency to ensure that each child's needs are met. The District sends representation to hearings and meetings as appropriate. Lines of communication remain open, and the District stands ready and willing to assist any agency that may be working with one of its students.

By virtue of its size, the Southmoreland School District cannot provide in-house appropriate educational opportunities for each of its students because some students require specialized placements that cannot be accommodated in the home school. Therefore the district contracts and/or collaborates with numerous agencies.

The Southmoreland School District collaborates with health and human service agencies enumerated elsewhere in this document. Such collaboration includes the development of coordinated service plans for those students who are in need of services other than education. Plan development encompasses both types of services to be provided and funding streams. The District only funds those services that are related to the educational component of the plan.

The Southmoreland School District has an Autistic Support program at each of its four schools, servicing grades K-12. This programming provides our students with autism the ability to participate in the regular education curriculum and environment to the greatest extent possible. Research indicates that our interventions at this stage of the student's academic development is the most impactful and appropriate. Students are supported with their nondisabled peers and participate in the curriculum with support as needed. Both the students with autism and their typical peers benefit from the inclusive interactions.

There is also a Life Skills Support programming available from grades K-8. In 2021, the district established a Life Skills Support program for Southmoreland High School.

The Southmoreland School District maintains a contract with WCSI to provide students with access to additional supports related to emotional needs and behavioral concerns. Excelsa Health is currently working in Southmoreland Primary Center, Southmoreland Elementary, Southmoreland Middle and Southmoreland High School.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

| Facility Name | Facility Type | Services Provided By | Student Count |
|---------------|---------------|----------------------|---------------|
|---------------|---------------|----------------------|---------------|

| | | | |
|-------------------------|-------------|-------------------------------|---|
| Penn Residential | Nonresident | Southmoreland School District | 1 |
|-------------------------|-------------|-------------------------------|---|

Least Restrictive Environment Facilities

| Facility Name | Type of Facility | Type of Service | Number of Students Placed |
|---|---------------------------|--|---------------------------|
| Clairview School | Special Education Centers | Lifeskills Support, Multi-disabilities Support, Physical Support | 3 |
| Clelian Heights | Special Education Centers | Lifeskills Support | 2 |
| Dr. Robert Ketterer School at Adelphoi | Other | Emotional Support | 1 |
| Monarch School of Jewish Childrens' Bureau | Out-of-State Schools | Autistic Support | 1 |
| Merakey - Autism Center | Special Education Centers | Autistic Support | 2 |
| Pressley Ridge Day School - Pittsburgh | Special Education Centers | Autistic Support | 1 |
| The Hughes Center, Virginia | Out-of-State Schools | Life Skills Support | 1 |
| Pressley Ridge Day School - Greensburg | Special Education Centers | Emotional Support | 1 |
| Merakey Education Center | Special Education Centers | Emotional Support | 1 |
| Adelphoi - Hartford Heights | Other | Emotional, Learning Support | 1 |
| Highlands Hospital | Special Education Centers | Life Skills Support, Autistic Support | 2 |

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: August 24, 2020

Reason for the proposed change: Support needed for high functioning students with ASD.

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-------------------------------------|-------------------------------|---|----------|------|
| Itinerant | Learning Support | 6 to 8 | 12 | 0.75 |
| Locations: | | | | |
| Southmoreland Primary Center | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-------------------------------------|-------------------------------|---|----------|------|
| Itinerant | Autistic Support | 5 to 8 | 3 | 0.25 |
| Locations: | | | | |
| Southmoreland Primary Center | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: February 18, 2020

Reason for the proposed change: Caseload updated to reflect Life Skills Services.

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-------------------------------------|-------------------------------|---|----------|-----|
| Itinerant | Autistic Support | 5 to 8 | 4 | 0.4 |
| Locations: | | | | |
| Southmoreland Primary Center | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 5 to 8 | 3 | 0.4 |
| Locations: | | | | |
| Southmoreland Primary Center | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 5 to 8 | 4 | 0.2 |
| Locations: | | | | |
| Southmoreland Primary Center | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 30, 2016

Reason for the proposed change: Update caseload

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------|------------------|-----------|----------|-----|
|-----------------|------------------|-----------|----------|-----|

| | | | | |
|---|-------------------------------|---|----|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 7 to 10 | 10 | 0.5 |
| Locations: | | | | |
| Southmoreland Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 7 to 9 | 25 | 0.5 |
| Locations: | | | | |
| Southmoreland Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 30, 2016

Reason for the proposed change: Updated caseload

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 9 to 11 | 10 | 0.5 |
| Locations: | | | | |
| Southmoreland Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 9 to 11 | 25 | 0.5 |
| Locations: | | | | |
| Southmoreland Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: February 18, 2020

Reason for the proposed change: Previous calculations for support were inaccurate. An increase in Itinerant Support students occurred because of accurate support calculations.

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 10 to 12 | 10 | 0.5 |
| Locations: | | | | |
| Southmoreland Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|----------------------|----------------------|---------------------------------------|----------|-----|
| Itinerant | Learning Support | 10 to 12 | 25 | 0.5 |
| Locations: | | | | |
| Southmoreland | An Elementary School | A building in which General Education | | |

| | | | | |
|-------------------|----------|-----------------------|--|--|
| Elementary School | Building | programs are operated | | |
|-------------------|----------|-----------------------|--|--|

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 18, 2020*Reason for the proposed change:* Profile had not been updated to include student receiving FT Autistic Support services.**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Itinerant | Autistic Support | 7 to 12 | 6 | 0.5 |
| Justification: Autistic Support Programming requires functional curriculum that are appropriate for a larger range of students. Also, some students require greater access to the AS room, meaning an overlap in students being serviced. | | | | |
| Locations: | | | | |
| Southmoreland Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 7 to 12 | 2 | 0.25 |
| Justification: Autistic Support programming benefits a wide range of students who require adapted and functional curriculum. | | | | |
| Locations: | | | | |
| Southmoreland Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|------|
| Full-Time Special Education Class | Autistic Support | 8 to 8 | 2 | 0.25 |
| Locations: | | | | |
| Southmoreland Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 30, 2016*Reason for the proposed change:* Update caseload**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------------|--------------------------|---|----------|-----|
| Itinerant | Learning Support | 11 to 13 | 25 | 0.5 |
| Locations: | | | | |
| Southmoreland Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|------------------|-----------|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 11 to 13 | 10 | 0.5 |

| | | | | |
|------------------------------------|--------------------------|---|--|--|
| Locations: | | | | |
| Southmoreland Middle School | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 30, 2016*Reason for the proposed change:* Update caseload**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------------------|--------------------------|---|----------|-----|
| Itinerant | Learning Support | 12 to 14 | 25 | 0.5 |
| Locations: | | | | |
| Southmoreland Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|--------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 12 to 14 | 10 | 0.5 |
| Locations: | | | | |
| Southmoreland Middle School | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 18, 2020*Reason for the proposed change:* Previously, levels of support were inaccurately calculated. Revisions were made to correct and subsequently more students were receiving "Itinerant" services.**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|--------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 13 to 15 | 10 | 0.5 |
| Locations: | | | | |
| Southmoreland Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------------------|--------------------------|---|----------|-----|
| Itinerant | Learning Support | 13 to 15 | 25 | 0.5 |
| Locations: | | | | |
| Southmoreland Middle School | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 1, 2021

Reason for the proposed change: Change to all supplemental learning support, rather than both itinerant and supplemental level learning support allows teacher to more fully address the needs of students requiring the supplemental level of learning support.

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 19 | 15 | 0.75 |
| Justification: Program to service high school level students ranging in grades 9-12 | | | | |
| Locations: | | | | |
| Southmoreland High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|------|
| Itinerant | Learning Support | 14 to 19 | 10 | 0.25 |
| Justification: Program serves high school students who range in grades 9th-12th. | | | | |
| Locations: | | | | |
| Southmoreland High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #13

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 1, 2021

Reason for the proposed change: Program change is required to more specifically work with and meet the needs of students with only a need for itinerant level of learning support as opposed to itinerant or supplemental level of need for learning support.

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 14 to 19 | 35 | 1 |
| Justification: Program is for high school students ranging in grades 9-12. | | | | |
| Locations: | | | | |
| Southmoreland High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #14

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 1, 2021

Reason for the proposed change: Program to more specifically work with and meet the needs of students with only a need for itinerant level of learning support as opposed to itinerant or supplemental level of need for learning support.

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 14 to 19 | 35 | 1 |
| Justification: Program provides services for high school students ranging in grades 9-12. | | | | |
| Locations: | | | | |
| Southmoreland High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 1, 2021*Reason for the proposed change:* Program to more specifically work with and meet the needs of students with a need for a supplemental level of life skills support programming.**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 14 to 21 | 15 | 0.75 |
| Justification: Program to serve high school students ranging in grades 9th-12th, with the option for students to remain in programming through 21 years of age. | | | | |
| Locations: | | | | |
| Southmoreland High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|------|
| Full-Time Special Education Class | Life Skills Support | 14 to 21 | 3 | 0.25 |
| Justification: Program serves high school students ranging in grades 9th-12th and allows for student participation through 21 years of age. | | | | |
| Locations: | | | | |
| Southmoreland High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 30, 2016*Reason for the proposed change:* Update Caseload**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------------------|-----------------------------|---|----------|-----|
| Itinerant | Speech and Language Support | 11 to 13 | 5 | 0.1 |
| Locations: | | | | |
| Southmoreland Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Itinerant | Speech and Language Support | 7 to 11 | 49 | 0.9 |
| Justification: Students do not receive services together. | | | | |
| Locations: | | | | |
| Southmoreland Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #17*Operator:* School District

PROGRAM DETAILS*Type: Position**Implementation Date: February 18, 2020**Reason for the proposed change: Teacher caseload now support high school.***PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-------------------------------------|-------------------------------|---|----------|------|
| Itinerant | Speech and Language Support | 5 to 8 | 36 | 0.75 |
| Locations: | | | | |
| Southmoreland Primary Center | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|------|
| Itinerant | Speech and Language Support | 14 to 19 | 9 | 0.25 |
| Justification: Students are not instructed together. | | | | |
| Locations: | | | | |
| Southmoreland High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #18*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: August 31, 2016**Reason for the proposed change: Transfer of entities***PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 7 to 12 | 15 | 1 |
| Justification: Students receive adapted/functional curriculum. Participate with same age peers outside of LSS room. | | | | |
| Locations: | | | | |
| Southmoreland Elementary Center | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #20*Operator: Intermediate Unit***PROGRAM DETAILS***Type: Position**Implementation Date: February 18, 2020**Reason for the proposed change: Updated Caseloads***PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-----------------------------------|---|----------|------|
| Itinerant | Deaf and Hearing Impaired Support | 8 to 8 | 1 | 0.06 |
| Locations: | | | | |
| Southmoreland Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------|------------------|-----------|----------|-----|
|-----------------|------------------|-----------|----------|-----|

| | | | | |
|------------------------------------|-----------------------------------|---|---|------|
| Itinerant | Deaf and Hearing Impaired Support | 13 to 13 | 1 | 0.06 |
| Locations: | | | | |
| Southmoreland Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-------------------------------------|-----------------------------------|---|----------|------|
| Itinerant | Deaf and Hearing Impaired Support | 5 to 5 | 1 | 0.06 |
| Locations: | | | | |
| Southmoreland Primary Center | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|----------------------------------|-----------------------------------|---|----------|------|
| Itinerant | Deaf and Hearing Impaired Support | 16 to 18 | 3 | 0.06 |
| Locations: | | | | |
| Southmoreland High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #21*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: August 31, 2016**Reason for the proposed change: Update Caseload***PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|--------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 11 to 13 | 4 | 0.5 |
| Locations: | | | | |
| Southmoreland Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------------------|--------------------------|---|----------|-----|
| Itinerant | Autistic Support | 11 to 15 | 6 | 0.5 |
| Locations: | | | | |
| Southmoreland Middle School | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #22*Operator: School District***PROGRAM DETAILS***Type: Class**Implementation Date: August 27, 2018***PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|------------------|-----------------------------|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 15 to 16 | 7 | 0.9 |
| Locations: | | | | |
| Southmoreland High School | A Senior High | A building in which General | | |

| | | | | |
|--|-----------------|---------------------------------|--|--|
| | School Building | Education programs are operated | | |
|--|-----------------|---------------------------------|--|--|

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---------------------------|-------------------------------|---|----------|-----|
| Itinerant | Autistic Support | 16 to 16 | 1 | 0.1 |
| Locations: | | | | |
| Southmoreland High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 18, 2020*Reason for the proposed change:* Update Caseload**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|--------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 11 to 15 | 15 | 1 |
| Locations: | | | | |
| 200 Scottie Way, Scottdale PA 15683/Southmoreland Middle School | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 18, 2020**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Itinerant | Speech and Language Support | 7 to 11 | 25 | 0.5 |
| Justification: Instruction is provided in small groups with similarly aged peers. | | | | |
| Locations: | | | | |
| Southmoreland Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------------|-----------------------------|---|----------|-----|
| Itinerant | Speech and Language Support | 11 to 15 | 25 | 0.5 |
| Locations: | | | | |
| Southmoreland Middle School | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #25*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 18, 2020**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-------------------------------------|------------------------------------|---|----------|------|
| Itinerant | Blind or Visually Impaired Support | 8 to 8 | 1 | 0.04 |
| Locations: | | | | |
| Southmoreland Primary Center | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|------------------------------------|---|----------|------|
| Itinerant | Blind or Visually Impaired Support | 8 to 8 | 2 | 0.04 |
| Locations: | | | | |
| Southmoreland Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|----------------------------------|------------------------------------|---|----------|------|
| Itinerant | Blind or Visually Impaired Support | 14 to 14 | 1 | 0.04 |
| Locations: | | | | |
| Southmoreland High School | A Senior High School Building | A building in which General Education programs are operated | | |

Special Education Support Services

| Support Service | Location | Teacher FTE |
|--------------------------------------|---------------------------------|-------------|
| Director of Special Education | Southmoreland Middle School | 0.5 |
| School Psychologist | Southmoreland Elementary School | 0.5 |

Special Education Contracted Services

| Special Education Contracted Services | Operator | Amt of Time per Week |
|--|--------------------|----------------------|
| Physical Therapist | Outside Contractor | 4 Hours |
| Occupational Therapist | Outside Contractor | 13 Hours |
| PCA - Southmoreland Primary Center | Outside Contractor | 35 Hours |
| PCA - Southmoreland Primary Center | Outside Contractor | 35 Hours |
| PCA - Southmoreland Elementary School | Outside Contractor | 35 Hours |
| AS Classroom Assistant - Southmoreland Primary Center | Outside Contractor | 35 Hours |
| AS Classroom Assistant - Southmoreland Primary Center | Outside Contractor | 35 Hours |

| | | |
|--|--------------------|----------|
| PCA - Southmoreland Elementary School | Outside Contractor | 35 Hours |
| LSS Classroom Assistant - Southmoreland Primary Center | Outside Contractor | 35 Hours |
| AS Classroom Assistant - Southmoreland Elementary School | Outside Contractor | 35 Hours |
| AS Classroom Assistant - Southmoreland Elementary School | Outside Contractor | 35 Hours |
| AS Classroom Assistant - Southmoreland Elementary School | Outside Contractor | 35 Hours |
| LSS Classroom Assistant - Southmoreland Elementary School | Outside Contractor | 35 Hours |
| LSS Classroom Assistant - Southmoreland Elementary School | Outside Contractor | 35 Hours |
| LSS Classroom Assistant - Southmoreland High School | Outside Contractor | 35 Hours |
| AS Classroom Assistant - Southmoreland High School | Outside Contractor | 35 Hours |
| PCA - Southmoreland High School | Outside Contractor | 35 Hours |
| AS Classroom Assistant - Southmoreland Middle School | Outside Contractor | 35 Hours |
| LSS Classroom Assistant - Southmoreland Middle School | Outside Contractor | 35 Hours |
| LSS/AS Classroom Assistant - Southmoreland Middle School | Outside Contractor | 35 Hours |
| PCA - Southmoreland High School | Outside Contractor | 35 Hours |
| PCA - Southmoreland High School | Outside Contractor | 35 Hours |
| AS Classroom Assistant - Southmoreland High School | Outside Contractor | 35 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:

After reviewing school level accomplishments and systemic challenges we have identified the need to continue to tighten the focus in two important areas. These areas have been transformed into district level goals.

Establish a system that fully ensures that:

- 1) effective instructional practices are being implemented throughout the district
- 2) standards aligned curricula is implemented throughout the district

District Accomplishments

Accomplishment #1:

Southmoreland Primary Center is identified as a National Model of a Professional Learning Community at Work by allthingsplc.info

Accomplishment #2:

Southmoreland Elementary School is a 2013 National Blue Ribbon School of Excellence.

Accomplishment #3:

Southmoreland Middle School is a 2016-2017 MetLife-NASSP National Breakthrough School.

Accomplishment #4:

Southmoerland High School is a 2019 *US News and World Report* Best High Schools Bronze Award recipient.

District Concerns

Concern #1:

Individual growth using benchmarks and K-12 student goal setting

Concern #2:

Community connections--in and out of the school. How do we measure this?

Concern #3:

Curriculum meetings established to ensure guaranteed and viable instructional process

Prioritized Systemic Challenges

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

Aligned Concerns:

Individual growth using benchmarks and K-12 student goal setting

Community connections--in and out of the school. How do we measure this?

Curriculum meetings established to ensure guaranteed and viable instructional process

District Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and Keystone achievement data

Specific Targets: 85% achievement in grade 4 and 6 reading; 60% in Keystone biology; 70% in Keystone Algebra

Type: Interim

Data Source: NWEA MAPS

Specific Targets: Improvement from baseline assessment proficiency scores in subsequent assessments throughout the year.

Strategies:

Professional Learning Community--Team Learning Process

Description:

Throughout the district we will continue to tighten our focus on implementing the team learning process in each of the district's schools and across the district. The Team Learning Process involves:

- Developing team norms
- Identifying Big Ideas/Essential Questions
- Mapping Curriculum
- Developing multiple formative common assessments with benchmarks
- Implementing common assessment system consistently across all subjects/grades
- Analysis of assessment results

- Identification of students for intervention and enrichment services and implementation of instructional program recommendations
- Development of SMART goals based on assessment results

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

Implementation of SLOs

Description:

The LEA will provide professional development and then monitor the effective use of SLOs as a vehicle to identify curricular needs and improve instruction. Teams and/or teachers will create, implement and evaluate SLOs based upon the data collected through formative and summative assessments.

SAS Alignment: Standards, Curriculum Framework, Instruction

Formative and Diagnostic Assessment Strategy (NWEA MAPS)

Description:

To address the concern over PVAAS growth measures and to provide more timely and prescriptive feedback, the district will employ NWEA MAPS screening tools in Grades k-12 and will provide training for teachers to schedule and assess three times a year minimally.

SAS Alignment: Standards, Assessment, Instruction, Materials & Resources

Community Outreach Committee

Description:

The LEA will establish a Community Outreach Committee to connect the schools with the local businesses and providers to develop a more authentic and individualized experience for students choosing paths in the career and service silos. The district is also committed to planning a JROTC program in the future as well.

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

Implementation Steps:

Southmoreland School District Collaborative Teaming

Description:

Collaborative teams meet as a routine and regular practice, during the school, day to plan and implement the team learning process.

Start Date: 8/26/2021 **End Date:** 6/3/2022

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning Community--Team Learning Process

*SLOs***Description:**

The LEA will provide professional development and then monitor the effective use of SLOs as a vehicle to identify curricular needs and improve instruction. Teams and/or teachers will create, implement and evaluate SLOs based upon the data collected through formative and summative assessments.

Start Date: 8/30/2021 **End Date:** 6/8/2022

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Implementation of SLOs

*Formative and Diagnostic Assessment Strategy (NWEA MAPS)***Description:**

To address the concern over PVAAS growth measures and to provide more timely and prescriptive feedback, the district will employ NWEA MAPS screening tools in Grades k-12 and will provide training for teachers to schedule and assess three times a year minimally.

Start Date: 8/30/2021 **End Date:** 6/8/2022

Program Area(s): Professional Education

Supported Strategies:

- Formative and Diagnostic Assessment Strategy (NWEA MAPS)

*Community Outreach Committee***Description:**

The LEA will establish a Community Outreach Committee to connect the schools with the local businesses and providers to develop a more authentic and individualized experience for students choosing paths in the career and service silos. The district is also committed to planning a JROTC program in the future as well.

Start Date: 8/30/2021 **End Date:** 6/8/2022

Program Area(s): Student Services

Supported Strategies:

- Community Outreach Committee

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Strategy #1: Formative and Diagnostic Assessment Strategy (NWEA MAPS)

| Start | End | Title | Description | Type | App. |
|-----------|----------|--|---|--------------------|------|
| 8/30/2021 | 6/8/2022 | Formative and Diagnostic Assessment Strategy (NWEA MAPS) | To address the concern over PVAAS growth measures and to provide more timely and prescriptive feedback, the district will employ NWEA MAPS screening tools in Grades k-12 and will provide training for teachers to schedule and assess three times a year minimally. | For Profit Company | Yes |
| | | Person Responsible | Provider | | |
| | | SH 2 | NWEA Maps team | | |
| | | S 3 | | | |
| | | EP 132 | | | |

Knowledge Instructional data collection and determination for staff.

Supportive Research Will provide real time data to teachers and parents about student growth.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
 Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

Series of Workshops

Training Format

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

Participant Roles

Dir

Classroom teachers
 Principals / Asst. Principals
 Supt / Ast Supts / CEO / Ex

Grade Levels

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

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
 Student PSSA data
 Standardized student assessment data other than the PSSA

Follow-up Activities

Analysis of student work, with administrator and/or peers
 Creating lessons to meet varied student learning styles

Evaluation Methods

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection for a minimum of 28 days.

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

No signature has been provided


Board President

Affirmed by Vincent Mascia on 8/13/2021

Superintendent/Chief Executive Officer

Special Education Affirmations

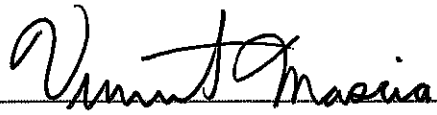
We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan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

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

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



Board President

A handwritten signature in black ink, appearing to read "Vincent Masia". The signature is fluid and cursive, with a large initial "V" and a stylized "M".

Superintendent/Chief Executive Officer