Slippery Rock Area SD

**District Level Plan**

07/01/2019 - 06/30/2022

# District Profile

## Demographics

201 Kiester Rd
Slippery Rock, PA 16057-1601
724-794-2960
Superintendent: Alfonso Angelucci
Director of Special Education: Laura Green

## Planning Process

The Slippery Rock Area School District followed the PDE Comprehensive District Level Planning Components to complete its District Level Comprehensive Plan.  The District Level Comprehensive Planning process is critical in assuring the Slippery Rock Area School District's focus on student achievement.  The current planning cycle will begin in the Fall of 2018 and will continue through June 30, 2021.  Data has been reviewed for the purpose of adjusting annual academic and operational priorities throughout the current planning cycle.

A District Comprehensive Planning Committee was formed to develop the District Level Comprehensive Plan comprised of representation from students, parents, community members, school board, teachers, staff and administrators.  The mission statement, vision, shared values and a description of our educational community were reviewed and revised by the Comprehensive Planning Committee.

Principals and District Level administrators provided leadership for the development of the District Level Comprehensive Plan. This Administrative Team reviewed the accomplishments, concerns and challenges and identified District-wide patterns. This information was then reviewed and prioritized into goals and action plans.

The Administrative Team will continue to meet as needed to guide the process throughout the implementation of the Comprehensive Plan. The Superintendent and Assistant Superintendent will facilitate the process of reviewing and updating the Comprehensive Plan. The Director of Student Services will also lead the ongoing development of the Special Education Plan and other student service related components of the Comprehensive Plan.

The Comprehensive Plan was presented to the Education Programming Committee and then presented to the School Board on April 23, 2018.  The Comprehensive Plan was on display for twenty-eight days and made available at the District Administration Office.

The District Comprehensive Planning Committee has provided direction for the development and improvement of priority goals from July 2018 through June 2021.   To sustain momentum and assure

focus on priority items, District Level Comprehensive Plan reviews will be ongoing through the end of the three year District Plan.

## Mission Statement

Cultivating Knowledge and Encouraging Independence.

## Vision Statement

Our students will be prepared to meet the challenges of the ever changing world. Encouraging independence, developing community-minded citizens and promoting student achievement are the pillars of the Slippery Rock Area School District.

## Shared Values

1. Students are our first priority.

2. Supportive family and community.

3. Safe environment.

4. Inspirational school leadership.

5. Open communication to encourage problem solving.

6. Modeling of dignity, loyalty, responsibility and respect.

7. Preparation of skills necessary for college and career readiness.

8. Development of high character and strong morals.

9. Strong work ethic and diversely talented student body.

## Educational Community

Slippery Rock Area School District

**Comprehensive Plan – Resubmission date is November of 2018**

Educational Community

**Organizational Description**

The Slippery Rock Area School District encompasses a rural area approximately 50 miles north of Pittsburgh in northwestern Butler County. The close proximity to numerous recreational areas and

educational institutions in and around the Pittsburgh metro area provide residents a "best of two worlds" to live, work and raise their families. The total area of the district is 140 square miles and is the home to approximately 20,000 residents.  The population of Slippery Rock Area School District is located throughout the boroughs and townships of Slippery Rock, Harrisville, West Liberty, Brady, Worth, Portersville, Prospect, Muddy Creek, Mercer and Franklin.  Slippery Rock University, Moraine State Park, Jennings Nature Reserve and the historical Old Stone House are all located within the district.  The District serves approximately 1,928 students in two elementary schools, a middle school and a high school. Busing is provided for all students within the district.  The largest employer in the District is Slippery Rock University.

The 2017-2018 budget was $32,158,452.00.  A resident with a home having a market value of $100,000.00 would contribute $1,450 in school real estate taxes per year.   A mill accounts for a net of $138,000.00.   Within the past five years, a high school renovation of the auditorium and a new football stadium have been completed.   The School District has made a strong commitment to improving technology with upgrades to labs, teacher computers, and network access. Parents can access grades and attendance online, and numerous web and server based programs benefit the District's daily operations.

The Slippery Rock Area School District operates with two elementary schools, Moraine Elementary and Slippery Rock Area Elementary.  The schools serve students from Kindergarten to fifth grade.  All students attend a full-day program, and teachers deliver a progressive instructional program in mostly self-contained classrooms.  All grades participate in special subjects which include art, music, physical education, computer, and library.   The elementary schools are committed to meeting the needs of students with disabilities and helping them reach their potential.   SRASD offers a continuum of services and placement options which include learning support, emotional support, autism support, speech and language, and occupational therapy.  SRASD is also committed to meeting the needs of our gifted students by ensuring that they are served through an organized program designed to enrich and challenge.

Both elementary schools use evolving technology as a tool to enhance learning opportunities in an increasingly complex and informational-rich society. The technology supports student-centered learning and it fosters community-wide access to global informational resources.

In collaboration with our outstanding PTO and PTCC parent groups, we have built a strong coalition comprised of community, parent/guardian, and staff support to ensure that every student receives a quality educational foundation which will prepare them for the future.

Slippery Rock Middle School is a collaborative environment that focuses on learning for students in sixth through eighth grade.  Serving approximately 442 students, the middle school focuses on quality teaching and authentic learning.  The middle school is a collaborative educational community that encourages a safe, engaging, supportive, healthy, and challenging learning environment.  The curriculum is designed to provide academic, social, and life skills that translate to the real world.  Through a collective effort, our students are well-prepared with the skills necessary to be successful in our school district and beyond.

Slippery Rock High School serves students in grades nine through twelve and offers formal programs that meet the needs of students with academic and vocational-technical interests.  Eleven Advanced Placement

(AP) classes along with multiple Dual Enrollment opportunities are offered to high school students. Typically, over fifty percent of high school graduates pursue post-secondary education, the remaining graduates will either attend a two-year college, attend a Vocational/Technical school, enlist in the military or enter the workforce. Slippery Rock High School is committed to implementing college and career readiness opportunities for all students, as evidenced by the following: all students take the 8/9 PSAT; all students take the PSAT 10; all students take the ASVAB; all students take a field trip to the Butler County Area Vocational Technical School; all students participate in a College and Career Fair. The District also employs a full time Transition Coordinator.

The High School was honored as a recipient of the National Blue Ribbon Award in 2015 for being an Exemplary Achievement Gap Closing School.   An important part of the U.S. Department of Education, the National Blue Ribbon Schools Program recognizes outstanding public and non-public schools. In identifying several hundred outstanding schools annually, the program celebrates school excellence, turn around stories, and closing subgroup achievement gaps. Slippery Rock High School represented best practices in closing the achievement gap.

In 2017, Slippery Rock High School was the recipient of the following two Awards:

>  2017 Advanced Placement District Honor Roll – as reported by CollegeBoard.org

>  2017 Americas Best High Schools – as reported by U.S. News and World Report

The Slippery Rock Area School District's curriculum provides students with an integrated and comprehensive course of study, along with opportunities for exploratory learning.  Science, Technology, Engineering, Art and Math (STEAM) continue to be an emphasis in the District's pursuit of a maker space environment.  The District operates instructional programs at various levels to meet individual needs including Advanced Placement courses, gifted and special needs individualized instruction along with learning support classes.  Students with highly specialized needs receive service through the Intermediate Unit or at an approved private school.  The instruction is provided by highly qualified teaching staff who are skilled at engaging students and providing a rich educational experience.

College and career readiness has been a focus point within the Slippery Rock Area School District with an emphasis on students knowing more than just content, but demonstrating that they know how to learn and build upon that content to solve problems. In order for students to be successful, they must develop versatile communication skills, work collaboratively, and work competitively in a school or work environment to better ensure a successful transition to life beyond high school.

Networking is an important way of improving school and community contacts and a way of providing personal relationships.  The Slippery Rock Area School District engages in collaboration with Slippery Rock University, neighboring school districts, local preschools, Slippery Rock Parks and Recreation, Prospect Boys and Girls Club and local libraries.

The District is one of 27 public school districts that comprise the Midwestern Intermediate Unit (IU #4). There is a strong relationship among the member districts, with Superintendents, Curriculum Coordinators,

Principals and other administrative personnel. The various districts meet monthly with their counterparts to collaborate, share best practices, and problem solve.

The Slippery Rock Area School District, situated in rural Western PA and encompassing a small college town, continues to grow in accomplishments and achievements in our pursuit of cultivating knowledge and encouraging independence.

## Planning Committee

| Name | Role |
|------|------|
| Alfonso Angelucci | Administrator : School wide Plan |
| Herb Basham | Administrator : Special Education |
| Paul Cessar | Administrator : Professional Education |
| Cory Hake | Administrator : Professional Education |
| Patricia Kardambikis | Administrator : Professional Education Special Education School wide Plan |
| Kristie Shulsky | Administrator : Special Education |
| Sara Whitman | Board Member : Professional Education |
| Sara Whitman | Board Member : Special Education |
| Jessica Bures | Business Representative : Professional Education |
| Matt Kovacik | Business Representative : Professional Education |
| Nikki Tonelli | Business Representative : Professional Education |
| Mary Beth Wilpula | Business Representative : Professional Education |
| Bobbi Jo Comes | Community Representative : Professional Education |
| Denise Houpt | Community Representative : Professional Education |
| Maribeth McCarl | Community Representative : Professional Education |
| James Preston | Community Representative : Professional Education |

| | |
|---|---|
| **Amy  Manion** | Ed Specialist - School Counselor : Professional Education |
| **Carisa Takac** | Ed Specialist - School Counselor : Professional Education |
| **Desi  Burtner** | Elementary School Teacher - Regular Education : Professional Education |
| **Mandy  Wallace** | Elementary School Teacher - Regular Education : Professional Education Special Education |
| **Katherine Miller** | Elementary School Teacher - Special Education : Special Education |
| **Mara  Papley** | Elementary School Teacher - Special Education : Special Education |
| **Melanie  Cole** | High School Teacher - Regular Education : Professional Education |
| **Les  Fine** | High School Teacher - Regular Education : Professional Education Special Education |
| **Melanie  Cole** | High School Teacher - Special Education : Special Education |
| **Michael Hilliard** | Middle School Teacher - Regular Education : Professional Education School wide Plan |
| **Meghan Kelly** | Middle School Teacher - Special Education : Special Education |
| **Patrick  Boylan** | Parent : Professional Education |
| **Jen  Fleeger** | Parent : Professional Education |
| **Leslie  Henderson** | Parent : Professional Education |
| **Aaron Hogg** | Parent : Professional Education |
| **Charlotte  Kirk** | Parent : Professional Education |
| **Heather  Raine** | Parent : Professional Education School wide Plan |
| **Ron  Raine** | Parent : Professional Education School wide Plan |
| **Monica  Resek** | Parent : Professional Education |
| **Ethan  Schwartz** | Parent : Professional Education |
| **Laura Green** | Special Education Director/Specialist : Special Education |

# Core Foundations

## Standards

### Mapping and Alignment

**Elementary Education-Primary Level**

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

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

The Elementary Schools are writing curriculum based on a six year curriculum cycle. Elementary core content have been aligned to standards. As part of the six year curriculum cycle, content in the review phase has emphasis in writing curriculum. Alternate Academic Content Standards for Math and Reading are currently addressed in individual IEP plans. Those areas marked as developing are in the process of curriculum revision but have been previously aligned to the PA Academic Standards and will continue to be aligned to PA Academic Standards and Anchors and /or PA Core Standards as they are revised.

**Elementary Education-Intermediate Level**

| Standards | Mapping | Alignment |
|---|---|---|

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

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

The Elementary Schools are writing curriculum based on a six year curriculum cycle. Elementary core curriculum has been aligned to standards. Elementary core content has also been aligned to standards. As part of the six year curriculum cycle, content in the review phase of the curriculum cycle has the emphasis in writing curriculum. Alternate Academic Content Standards for Math and Reading are currently addressed in individual IEP plans. Those areas marked as developing are in the process of curriculum revision but have been previously aligned to the PA Academic Standards and will continue to be aligned to PA Academic Standards and Anchors and /or PA Core Standards as they are revised.

**Middle Level**

| Standards | Mapping | Alignment |
|---|---|---|
| **Arts and Humanities** | Developing | Developing |
| **Career Education and Work** | Developing | Not answered |
| **Civics and Government** | Developing | Developing |
| **PA Core Standards: English Language Arts** | Accomplished | Accomplished |
| **PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects** | Developing | Developing |
| **PA Core Standards: Mathematics** | Developing | Developing |
| **Economics** | Developing | Developing |
| **Environment and Ecology** | Developing | Developing |
| **Family and Consumer Sciences** | Developing | Developing |
| **Geography** | Developing | Developing |
| **Health, Safety and Physical Education** | Developing | Developing |

| History | Developing | Developing |
|---|---|---|
| **Science and Technology and Engineering Education** | Developing | Developing |
| **Alternate Academic Content Standards for Math** | Non Existent | Non Existent |
| **Alternate Academic Content Standards for Reading** | Non Existent | Non Existent |
| **American School Counselor Association for Students** | Developing | Developing |
| **English Language Proficiency** | Developing | Developing |
| **Interpersonal Skills** | Developing | Developing |
| **School Climate** | Developing | Developing |
| **World Language** | Developing | Developing |

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

The Middle School has written and aligned ELA and math with the implementation of the PA Core Standards. Alternate Academic Content Standards for Math and Reading are currently addressed in individual IEP Plans. The Middle School is currently revising and updating curriculum. Those areas marked as developing are in the process of curriculum revision but have been previously aligned to the PA Academic Standards and will continue to be aligned to PA Academic Standards and Anchors and /or PA Core Standards as they are revised.

**High School Level**

| Standards | Mapping | Alignment |
|---|---|---|
| **Arts and Humanities** | Developing | Developing |
| **Career Education and Work** | Developing | Developing |
| **Civics and Government** | Developing | Developing |
| **PA Core Standards: English Language Arts** | 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** | Accomplished | Accomplished |
| **Alternate Academic Content Standards for Math** | Non Existent | Non Existent |
| **Alternate Academic Content Standards for Reading** | Non Existent | Non Existent |
| **American School Counselor Association for Students** | Developing | Developing |
| **English Language Proficiency** | Developing | Developing |
| **Interpersonal Skills** | Developing | Developing |
| **School Climate** | Developing | Developing |
| **World Language** | Accomplished | Accomplished |

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

The High School has updated the social studies and math curriculum.

Alternate Academic Content Standards for Math and Reading are currently addressed in individual IEP Plans.  The High School is currently reviewing and are currently updating curriculum. Those areas marked as developing are in the process of curriculum revision but have been previously aligned to the PA Academic Standards and will continue to be aligned to PA Academic Standards and Anchors and /or PA Core Standards as they are revised.

## *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
- 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
- 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:

Slippery Rock Area School District continually looks to develop, expand and improve curriculum based upon PA Core Standards and Pennsylvania Academic Standards.   Through an ongoing revision process, we are in the process of reviewing and revising curriculum alignment.

# Curriculum

## *Planned Instruction*

**Elementary Education-Primary Level**

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

Processes used to ensure Accomplishment:

The curriculum is in a constant state of review and revision aligning to the PA Core Standards and the PA Academic Standards.  The District developed a template to be integrated into the Curriculum Mapping Process.  A Gap Analysis occurred during the 2014-2015 school year, utilizing the "crosswalks" from the SAS portal.  Common Assessments are being developed and aligned to the PA Core Standards.

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

*This narrative is empty.*

**Elementary Education-Intermediate Level**

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

Processes used to ensure Accomplishment:

The Curriculum is in a constant state of review and revision aligning to the PA Core Standards and the PA Academic Standards.  The District developed a template to be integrated into the Curriculum Mapping Process.  A Gap Analysis occurred during the 2014-2015 school year, utilizing the "crosswalks" from the SAS portal.  Common Assessments are being developed and aligned to the PA Core Standards.

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. | Developing |

Processes used to ensure Accomplishment:

The curriculum is in a constant state of review aligning to the PA Core Standards and the PA Academic Standards.   Teachers in PSSA grades and/or Keystone content have aligned the content to the PA Core Standards and the Eligible Content and Assessment Anchors.  A Gap Analysis has occurred during the 2014-2015 school year, utilizing the "crosswalks" from the SAS portal.  The "crosswalks" that are located on SAS assisted in the process.   Common Assessments are being developed and aligned to the PA Core Standards.


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. | Developing |


Processes used to ensure Accomplishment:

The curriculum is in a constant state of review aligning to the PA Core Standards and the PA Academic Standards.   Teachers who are teaching Keystone courses have aligned the curriculum to the PA Core Standards and the Eligible Content and Assessment Anchors.  A Gap Analysis has occurred between the current PA Standards and the PA Core Standards and curriculum adjustment has been initiated.   The "crosswalks" that are located on SAS assisted in the process.  Common Assessments are being developed and aligned to the PA Core Standards.

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.

The Slippery Rock Area School District designs modifications and accommodations that permit all students at all mental and physical ability levels to access and master a rigorous aligned curriculum.

This is accomplished by providing all students, who need modifications and accommodations, in a manner that avoids stigmatizing students while providing meaningful educational benefits. District personnel consider a modified curriculum, effective behavioral support, teacher training, and the provision of paraprofessional support, as necessary to provide the modification and accommodations in the least restrictive environment.

At the K-5 level, a MTSS (Multi-level Tiered System of Support) period of instruction is provided to all students.  This period is focused on students achieving their academic goals.  In addition, the District has appropriate push in and pull out services through our special education program and the Title I program at both Elementary Schools.

Teachers in elementary and middle school levels evaluate the strengths and areas of potential growth for their individual students and the grade level as a whole in order to best meet the learning needs of our students and the grade level as a whole in order to best meet the learning needs of our student population.

Gifted students are offered unique opportunities in advancement such as dual enrollment and independent studies.

Students with IEP's are monitored through their Specially Designed Instruction and the team will follow the modifications and accommodations based on the level of need of each student within the area of academic and functional needs.

# Instruction

## *Instructional Strategies*

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

*Unchecked Answers*
- Instructional Coaching

*Regular Lesson Plan Review*

*Checked Answers*
- Administrators
- Building Supervisors

*Unchecked Answers*
- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

The Slippery Rock Area School District follows the guidelines in evaluation according to the Educator Effectiveness Model and evaluates professionals through formal observations and differentiated supervision.   The staff has been provided an overview of Charlotte Danielson's model for effective teaching.   Administrators formally and informally observe teachers throughout the year and provide feedback in the four domains of effective teaching. Our focus has been on best teaching practices in all classrooms.  Administrative support is provided to teachers identified as 'in the need of improvement' in any of the domains. One area where Peer Evaluation is a requirement is within the Induction Program.  Building administrators monitor implementation of the curricula and instructional delivery through weekly review of lesson plans, pacing guides and informal walk through observations.

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

Instructional coaches are not employed in the Slippery Rock Area School District nor does the District have designated department supervisors.

## Responsiveness to Student Needs

**Elementary Education-Primary Level**

| Instructional Practices | Status |
|---|---|
| **Structured grouping practices are used to meet student needs.** | Implemented in 50% or more of district classrooms |
| **Flexible instructional time or other schedule-related practices are used to meet student needs.** | Implemented in 50% or more of district |

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

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

Student needs are addressed at all levels.  MTSS/Enrichment is provided for all students in grades K-3.

**Elementary Education-Intermediate Level**

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

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

Student needs are addressed at all levels.  MTSS/Enrichment activities are utilized within the Intermediate grades.

**Middle Level**

| Instructional Practices | Status |
|---|---|
| **Structured grouping practices are used to meet student needs.** | Implemented in 50% or more of district classrooms |
| **Flexible instructional time or other schedule-related practices are used to meet student needs.** | Implemented in 50% or more of district classrooms |
| **Differentiated instruction is used to meet student needs.** | Implemented in 50% or more of |

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

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

Student needs are addressed at all levels.  Gifted students are pulled out for enrichment.  Special Education teachers and small group instruction are utilized.

**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

Student needs are addressed at all levels including Keystone Exam remediation courses, small groups with Special Education teachers and gifted enrichment.

## *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.

Slippery Rock School is committed to hiring only highly qualified, effective teachers to ensure that students are progressing and making growth each year.  The District utilizes PA Educator as the primary source of determining candidates.   The District recruits and assigns 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 graduating through the hiring policy that is reviewed and updated regularly.  Once a candidate successfully proceeds through the hiring process, the

administrative team discusses particular building needs and assigns the new recruit based upon specific building/grade level/subject area/student needs.  The candidate is also placed in the district's Induction program with an experience colleague.

## Assessments

### *Local Graduation Requirements*

| Course Completion | SY 19/20 | SY 20/21 | SY 21/22 |
|---|---|---|---|
| Total Courses | 25.00 | 25.00 | 25.00 |
| English | 4.00 | 4.00 | 4.00 |
| Mathematics | 3.00 | 3.00 | 3.00 |
| Social Studies | 4.00 | 4.00 | 4.00 |
| Science | 3.50 | 3.50 | 3.50 |
| Physical Education | 2.00 | 2.00 | 2.00 |
| Health | 0.50 | 0.50 | 0.50 |
| Music, Art, Family & Consumer Sciences, Career and Technical Education | 0.50 | 0.50 | 0.50 |
| Electives | 7.50 | 7.50 | 7.50 |
| Minimum % Grade Required for Credit (Numerical Answer) | 60.00 | 60.00 | 60.00 |

### *Graduation Requirement Specifics*

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

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

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in 16.32 (relating to GIEP).

IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in 4.52(f).

VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- 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.

*Unchecked answers*
- 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 | X |
| Career Education and Work | X | X | | X | | X |
| Civics and Government | | X | X | X | X | X |
| PA Core Standards: English | | X | | X | X | X |

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

## *Methods and Measures*

**Summative Assessments**

| Summative Assessments | EEP | EEI | ML | HS |
|---|---|---|---|---|
| **Content specific teacher/program developed** | X | X | X | X |
| **PSSA** | X | X | X | |
| **Keystone Exams** | | | X | X |
| **Textbook assessment** | X | X | X | X |
| **Project Based Assessments** | | | X | X |
| **AP Exams** | | | | X |
| **SAT/PSAT** | | | | X |
| **Student Work** | X | X | X | X |
| **ACCESS for ELL** | X | X | X | X |
| **Unit Tests/Exams** | X | X | X | X |

**Benchmark Assessments**

| Benchmark Assessments | EEP | EEI | ML | HS |
|---|---|---|---|---|
| **DIBELS** | X | X | | |
| **AIMSweb** | X | X | X | |
| **Textbook generated** | X | X | X | X |
| **AIMSweb** | X | X | X | |
| **Textbook generated** | X | X | X | X |
| **CDT** | X | X | | |
| **Various (state) measures** | | | X | X |

**Formative Assessments**

| Formative Assessments | EEP | EEI | ML | HS |
|---|:---:|:---:|:---:|:---:|
| demonstration, performance, products, projects | X | X | X | X |
| curriculum based formative assessments | X | X | X | X |
| exit tickets | X | X | X | X |
| progress monitoring | X | X | X | X |
| work of art - music | X | X | X | X |
| work of art - Art | | | | |

**Diagnostic Assessments**

| Diagnostic Assessments | EEP | EEI | ML | HS |
|---|:---:|:---:|:---:|:---:|
| Dibels | X | X | | |
| AIMSwebb | X | X | X | X |
| Classroom Diagnostic Tests | X | X | X | |
| AIMSwebb | X | X | | |
| PreTest | X | X | X | X |
| Course Pre-Assessments | | | | |

## *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

Building and district administrators all work together to review assessments on a regular basis to ensure alignment with the curricula and PA Core Standards. The administrators are also ensuring the fairness and validity of the assessments given. Instruction is monitored with the expectation that teachers will develop standards aligned assessments.
Within building level meetings, teachers develop assessments aligned to curricula and review assessment data in order to monitor student progress and achievement.
The District does not employ instructional coaches, nor does the District work
with the Intermediate Unit on assessment review.

## *Development and Validation of Local Assessments*

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

The District does not use locally administered assessments, the District utilizes the PDE created 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.

While teachers are aligning curriculum to the PA Core Standards, common assessments are also being developed and reviewed by building principals and central office administrators. Action plans are developed during team/department meetings to meet the needs of at-risk-learners, and implementation plans are monitored by building principals and central office administrators. Diagnostic and formative assessments are conducted and maintained in individual buildings for easy access to teachers. Many hours of professional development by the administrators are prepared every year to ensure that the classroom teacher has data on all students.

In addition, the Slippery Rock Area School District designates time during faculty meetings to focus on data. Time is also allocated during professional development days throughout the year to continue this focus. This time allows for LEA leaders and instructional teams to collect, analyze and disseminate assessment data efficiently. These days focus on reviewing data and deciding how to use it to improve student achievement.

## 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.

The Slippery Rock Area School District uses assessment data throughout the District to assist students who have not demonstrated achievement of the academic standards at a proficient or higher level as well as to enrich students who are achieving at benchmark and above.

Students who have not reached proficient or higher levels of performance are identified through the review of data. Upon analyzing the data, individual plans are developed to meet the unique needs of each learner and are enforced by the classroom and special education teachers. Examples would include MTSS, one to one meetings with counselors and creation of small groups of students focusing on skill building for non-proficient students.

Through progress monitoring, action plans for adjusting instruction are developed in order to assist students who have not demonstrated proficiency. District data teams analyze data and discuss how to implement current research-based instructional strategies.

Teachers make decisions, at the classroom level, based on assessments to implement intervention strategies for learners.

## 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.

The Slippery Rock Area School District incorporates numerous data driven strategies in order to continually address student needs. Assessment data are used at all levels to impact teaching and learning. After review and analysis of data, teams determine selected strategies as indicated on the grade level action plans and individual student action plans. Instructional practices help students achieve proficiency in each assessment anchor. This data informed decision making focuses on specific skills and concepts necessary for greater achievement. Instructional strategies are adapted, as necessary, to facilitate learning. Teachers receive professional development on how to access and use data to plan instruction to meet student's needs.

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

## Distribution of Summative Assessment Results

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

| | | | | |
|---|---|---|---|---|
| **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.

The District uses many different means to communicate and to disseminate information about summative assessments to the public.  The community and the Slippery Rock Area School District receives a data presentation during an Educational Programming Committee meeting.  Summative assessment results are also shared with parents through the district's report card or SPP score, which is posted on the District's web site.  Data is also shared through the Parent Letters that are sent home with PSSA/Keystone Exam scores, parent-teacher conferences and Title I parent workshops.
Assessment data is categorized, analyzed and summarized into a series of presentations and reports that are disseminated using the above strategies.

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

At the Elementary levels, the program of studies information is outlined during parent-teacher conferences.

## Safe and Supportive Schools

### *Assisting Struggling Schools*

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

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

The Slippery Rock School District will support any school within the District needing assistance in meeting annual attainment of the academic standard at a proficient level or higher.  Continuing to support increased student achievement is a key goal.  The teacher's goals will be to identify student weaknesses and planning for individual instructional remediation.  The District will work collaboratively throughout the year to help struggling schools to meet their student achievement targets as well as to help all schools continue their growth in student achievement.  Once these targets are identified and prioritized, then identification of necessary changes can occur.   PVAAS data will be examined to determine continued growth in student achievement.  If growth is not maintained then an in depth analysis of curriculum and instruction will be conducted. As the professional development plan evolves, the delivery of instruction and how it is to be carried out will occur. The entire process is ongoing because each year the District will have new data to review to ensure students are mastering standards.

## *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 | 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 |
| **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:

## *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.)**

In compliance with the state law, Slippery Rock Area School District conducts ongoing identification activities as part of its school program for the purpose of identifying students who are thought to be Gifted and in need of specially designed instruction.  When a child is identified by the District as possibly in need of gifted services, parents and/or guardians are notified of applicable procedures.  The District based assessment utilizes multiple criterion to determine if the student meets the criteria as a gifted student; intellectual and achievement are components of this process conducted by the school psychologist.  The assessment is offered at no cost to parents and/or guardians.  District parents and/or guardians may request screening and evaluation at any time, whether or not the child is enrolled in the District's public school program.  Requests for evaluation and screenings should be made in writing to the building principal or the Director of Student Services.

Gifted education for each gifted student is based on their unique needs of the students, not solely on the student's classification.  The District provides gifted education for gifted students which enables them to participate in acceleration or enrichment programs, or both, as appropriate, and to receive services according to their intellectual and academic abilities and needs.

All information gathered about children is subject to the confidentiality provisions contained in federal and state law.

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

The Slippery Rock Area School District abides by the Chapter 16 Regulations and Gifted guidelines in identifying gifted children.   Screenings are conducted on an ongoing basis by the professional employees of the District.  Sources that are reviewed include results of state and/or District-wide achievement testing, scores on screening measures of ability, classroom performance, observations of exceptionally strong higher level thinking skills, observation of interest and/or initiative in learning and creativity.   When performance is strong in multiple areas, a multidisciplinary evaluation is conducted with parent consent to determine if the student meets criteria to be identified as gifted and in need of gifted services.

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

The Gifted Matrix for Grades K -3 begins with STEP 1, the Universal Screening Layer.  Students must meet Cut-Off Thresholds of Step 1 to move to Step 2.  The Gifted screener administered by the school psychologist is the  WASI II.  The teachers utilize the GATES teacher Rating Scale.
 Students must meet Step 2 Cut-off/Thresholds to move to Step 3.  STEP 2: Individual Screening Layer
If Step 2 (the Individual Screening) indicates a full evaluation is needed the Special Services Office will create and send out a Permission to Evaluate, a parent input questionnaire and the GATES rating scale for the parents to sign, complete and return.
To move on to Step 3, Evaluation, students will need a minimum of 6 total points from the 2 combined areas.  Step 3: Full Evaluation (A Student can be evaluated in one or both areas of ELA and Math).  The school psychologist will utile the following measures:  WISC-IV, ELA and/or Math Achievement Scores, GATES Teacher Input Forms and the GATES Parent Input Form.

A student qualifying in both areas of ELA and Math can earn a maximum score of 15 points.  If the student earns 12.5 points or higher, the student meets the first prong of eligibility and is considered Gifted in both ELA and Math.
A student qualifying in only one area (Math or ELA) can earn a maximum score of 12 points.  If the student scores 10 points or more, the student meets the first prong of eligibility and is considered Gifted in that specific area.
The GIEP Team determines the second prong of eligibility (in need of specially designed instruction) and requiring a GIEP document.

**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.**

At the Elementary school, gifted students have MTSS leveled ELA instruction.   In addition, the District's online Cyber courses have been utilized for enrichment and grade skipping.  Pull out services are utilized with the gifted support teacher.   In addition, beyond level materials, AP courses are integrated into 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 Slippery Rock Area School District provides a comprehensive array of developmental services throughout the District K -12.  At the Elementary level, Child Study teams are active in referral, intervention and follow-up activities for at-risk students.  These teams meet regularly to support students with variety of needs, such as, academic difficulties, behavior and/or attendance issues.  At the Secondary level, Student Assistance Program teams provide the same services.  Guidance/counseling services are provided for all students K -12, and the District curricula provide for career awareness and career development lessons K -12. Services also include scheduling, career and school counseling, intervention strategies for students with issues such as bullying, death, divorce, drug and alcohol problems and coping skills.

   Health services in our District are vital in aiding the growth and development of children and in enabling them to benefit fully from the educational experiences provided for them K -12.  School health programs encompass three areas including health services, health education and healthful school living.  These three areas are closely interrelated in practices throughout the District and benefit the well-being of all children in the District.

## *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:

Slippery Rock Area School District has established procedures for the identification of students who are experiencing academic difficulties at any level.  Students in grades K -5 participate in the District's Multi-Tiered Level of Support Systems or MTSS.  Throughout the Elementary and Secondary grades students are administered various assessments to determining academic preparedness.

## *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:

Slippery Rock Area School District strives to maintain an appropriate learning environment for all students.  Behaviors that do not change despite various interventions and communication with parents are handled according to the District's discipline policy and procedures.  When a child continues to show behaviors that are inappropriate and all options within the school are exhausted, an Approved Private or Partial Hospitalization Program may be considered depending on a child's mental health and behavioral needs.  The district continues to find success with such programs even to the extent that students are able to rejoin the regular population after an extended period time.

## *Communication of Educational Opportunities*

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

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

## *Communication of Student Health Needs*

| **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 |
| **Newsletters** | X | X | X | X |
| **School Calendar** | X | X | X | X |
| **Student Handbook** | X | X | | X |

## *Frequency of Communication*

**Elementary Education - Primary Level**

- More than once a month

**Elementary Education - Intermediate Level**

- More than once a month

**Middle Level**

- Monthly

**High School Level**

- Monthly

## *Collaboration for Interventions*

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

Slippery Rock Area School District provides ongoing collaboration between classroom teachers and individuals providing interventions regarding differing student's needs and academic progress.  In grades K -5, a thirty minute Multi-tiered System of Support is provided to each student.  Differentiated instructional strategies are provided by classroom teachers determined by data review of benchmark testing. The District utilizes assessment data to provide more individualized challenges and/or supports to better assist with student growth. If a student continues to struggle, then the student can be referred to Child Study or a more intense review of the student's area of concerns and deficiencies.  In grades 6 -12, school counselors work collaboratively with case managers to identify students in need of specific instructional support.

## *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

1.  Child Care:
  Slippery Rock Parks and Recreation offers a before and after school program called "Playsafe." Playsafe runs from 6:30 a.m. until 6 p.m. in both of the elementary schools.  The program offers students time with to continue their learning and also time to work on their homework in order to be prepared for upcoming assignments.
In addition, Slippery Rock collaborates with Butler County Head Start.  Head Start programs are available to low-income families and provides developmentally appropriate instruction for early childhood students (birth to five years old).  The District also sends representatives to the Butler County Early Intervention organizations to share best practices to prepare students for kindergarten.
2.  After School Programs:
  Slippery Rock Parks and Recreation offers special 4 or 6 week programs for after school enrichment for students in grades K -5.   In addition, Slippery Rock University's ARC also offers after school programs for students.
3.  Youth Workforce Development Programs:
  The District has a partnership with the Tri-County Business-Education Partnership and the Tri-County Workforce Investment Board, Inc. and a representative from the District attends their scheduled meetings. This partnership has been an integral component of the 339 K -12 Guidance Plan and the work that the school counselors are doing within the classroom.   Students are provided diagnostic inventories to measure career interests, values and abilities.   Students are

then provided exposure to explore individual pathways through a series of planned exposures to the field, such as speakers and job shadowing.

4. Tutoring:

 Students in the elementary and middle school are provide a formal after school tutoring program.  At the high school, students are encouraged to work with their own classroom teachers to arrange for tutoring as their schedule allows.

## *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.
   1. The Director of Special Education works closely with the Intermediate Unit 4 and to conduct Early Intervention (EI) transitional meetings to ensure that all students entering the Slippery Rock Area School District, with identified needs, will have all needed services in place for optimal student success.  When it is time for the preschool student with identified special needs to enter kindergarten, the Transition team consisting of the Director of Special Education, School Psychologist, school nurses and school counselors meet with parents and the staff of the Early Intervention Preschool.   The "Intent to Register" form is distributed and the transition process is clarified.  The District staff discusses the school age identification process, available special education programs, services and accommodations.

   2. At this time the Slippery Rock School District does not have any pre-Kindergarten programs operated by the District or under contract from the District.


   3. Slippery Rock Area School District understands the importance of transitions, especially the preschool to kindergarten transition.  The Early learning teams in each of the elementary buildings includes the kindergarten teachers, elementary principals, community members, and the Assistant Superintendent.  Members of the team collaborate on the needs of students, readiness for kindergarten and the needs of the community are discussed. Parent transition meetings are held throughout the year prior to kindergarten. The Kindergarten transition activities are supported by the District to ensure that there is a smooth transition into the school district for both families and

students.  The District was awarded the Community Innovation Zone Grant in 2015 in partnership with the SGA/SRU Early Childhood Development Center. The three innovations included the distribution of District's math and reading prek curriculum to the 6 supporting preschools, funding if both the transition activities and summer camps.

It is the belief of the District that a positive start to school is essential.

- The Slippery Rock Area School District believes that effective early transitions programs are what are best for children, and that what a child learns before kindergarten affects how well they will do in school and eventually in life.  Children who receive high quality early education on average outperform students who attend early education programs.

- The kindergarten transition activities are supported by the District to ensure that there is a smooth transition for both families and students.  It is the belief of the District that a positive start to school is essential.

- Going to kindergarten means change. Adapting to change is a process. Preparing for Kindergarten does not happen at Kindergarten Orientation — it's not an event. Successful kindergarten students arrive in the classroom when a carefully crafted transition plan is in place. Successful transitions include the contributions of the child's preschool, the child's family, the child's community, and the child's school.

- Quality early childhood education improves the chances for success of children who would otherwise be at risk for failure at school.

- Personal experience has shown that if schools establish early relationships with preschool children and parents, this will ease and facilitates the transition to public school as well as increase student achievement and social, emotional wellbeing

- Research states that early childhood experiences strongly influences children's later development and learning

**Our vision** is to establish a working collaborative relationship that will enhance student achievement between all early childhood providers in our community and SRASD administrators and primary teachers and staff members.

**Our purpose** is to create a Slippery Rock Area District wide kindergarten transition plan that will facilitate parent and student adjustment into the public school system, increase student achievement, and enhance communication between all stakeholders that will facilitate the achievement of common transition goals.

- Parent transition meetings are held throughout the year prior to kindergarten.

- The Slippery Rock Area School Districts has partnered with the Slippery Rock University's Child Development Center to provide transitional activities throughout the year prior to students attending kindergarten.

- University's student teachers assist in the activities for the children while the parents have specific developmental sessions.

**Description of Early Transition Programs and Activities**

**Kindergarten Registration**
Kindergarten registration is held in late spring to gather paper information for registration along with kindergarten screening.  A parent volunteer will assist to copy birth certificates.  The school nurse will review immunizations and health records. It is stressed that it is important for parents to bring these records with them, as registration cannot be completed without these documents. The transportation director also speaks to the parents about busing. Although, registration encompasses many activities, it is not a lengthy process.

**Kindergarten Screening**
The kindergarten screening process entails speech/language, vision, hearing, social skills and medical histories are reviewed.  Kindergarten teachers and district specialist work together to screen students for Kindergarten readiness.

**Preschool Checklist**
In order to support a smooth and successful transition, a parent or guardian signature on the release form indicates permission for early learning staff to share information with kindergarten staff regarding the child's needs and services received.  This information is also used by school administrators to balance class groupings.

**Reindeer Romp**
Activities include a fun-filled evening of reindeer games, a brief parent workshop, and snacks. The workshop will present various activities that parents can do to promote and assist with the development of gross and fine motor skills for pre-school children.

**Watermelon Welcome**
Activities include a fun-filled evening of games, a puppet show, a brief parent workshop, and snacks.  The workshop will present various activities that parents can do to promote and assist their child with transition to kindergarten.

**Let's Learn Lunch**
Activities include an opportunity for children and parents to learn lunchroom procedures, experience lunch at school, and ask questions. As well as assist the pre-kindergarten students with their transition to kindergarten. Director of Food Services also present information about cafeteria

payment procedures and DA guidelines.

**Bunny Hop**
Activities will include a fun-filled evening of language related games.  The workshop will present various activities that parents can do to promote and assist with the development of language skills for their pre-school children. Speech and language therapist speak to parents while students are participating in activities

**Kindergarten Orientation**
An Open House is held at each elementary school sometime in August.  At that time the staff will meet, visit the kindergarten rooms, and tour the buildings.

**Kindergarten Camp**
The District in partnership with SRU/SGA Preschool offers a two week camp, which is supported by a grant, for low income students to help at risk students get a jump start on kindergarten. The two week camp focuses on social skills, language and numbers to help prepare them for kindergarten.

**Gearing Up For Kindergarten**
Gearing Up for Kindergarten is a school readiness and parent education curriculum. This is designed to facilitate successful school experiences for young children, parent knowledge and involvement. The program focuses on engaging families with a child entering kindergarten in the next one to two years. Centered in a developmental approach and based on current research, this curriculum teaches sound principles and practical approaches for parents and other adults to assist children entering kindergarten to reach their full potential. The key building blocks of the program are: School Readiness for Children Entering Kindergarten, Parent Education, Early Awareness and Intervention, Parent Involvement with Children's Learning and School and Building Home-School-Community Partnerships.

**Kindergarten Brochure**
This book has been designed to help parents and their students become more familiar with the school's personnel and procedures as well as more comfortable with the kindergarten program.

**Kindergarten Registration District Fact Sheet**
A fact sheet is distributed to all early childhood providers informing parents about important transitions dates and activities.

**Midwestern Early Childhood Council**
A District representative serves on the Council.  The Council is dedicated to impacting the quality

of life of children in their early years and their families through training and networking with the natural supports in the community

**Butler County Early Care & Education Council (School Connections Committee)**
The Butler County Early Care & Education Council is a community collaboration focused on improving school readiness, made possible through the support of its members and community sponsorships.

**Lifesteps' Child Check Program**
Lifesteps' Child Check Program is a community service for a minimal fee which offers child development screenings and educational support to parents of children from birth to five years of age.  By identifying developmental delays as early as possible, Child Check is able to provide families with the resources and support they need to help their child reach their full potential which can drastically reduce the long-term costs of special education.

# Materials and Resources

## *Description of Materials and Resources*

**Elementary Education-Primary Level**

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

Provide explanation for processes used to ensure Accomplishment.

Professional development is ongoing and supports the teachers in providing differentiated instruction.  Teachers are also able to develop their budget requisitions and needs individually during the yearly budget planning process through the continued review and adoption of educational resources that align with current standards providing a higher degree of rigor.

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

*This narrative is empty.*

**Elementary Education-Intermediate Level**

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

Provide explanation for processes used to ensure Accomplishment.

Professional development is ongoing and supports the teachers in providing differentiated instruction.  Teachers are also able to develop their budget requisitions and needs individually during the yearly budget planning process through the continued review and adoption of educational resources that align with current standards providing a higher degree of rigor.

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

*This narrative is empty.*

**Middle Level**

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

Provide explanation for processes used to ensure Accomplishment.

Professional development is ongoing and supports the teachers in providing differentiated instruction.  Teachers are also able to develop their budget requisitions and needs individually during the yearly budget planning process through the continued review and adoption of educational resources that align with current standards providing a higher degree of rigor.

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

*This narrative is empty.*

**High School Level**

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

Provide explanation for processes used to ensure Accomplishment.

Professional development is ongoing and supports the teachers in providing differentiated instruction.  Teachers are also able to develop their budget requisitions and needs individually during the yearly budget planning process through the continued review and adoption of educational resources that align with current standards providing a higher degree of rigor.

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 to 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

SAS materials and resources are utilized as the District continues to develop and realign the curriculum to the PA Core Standards.   To assist in this process, the components and updates of the SAS web site are part of professional development to ensure that the staff utilizes the SAS site.

**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

SAS materials and resources are utilized as the District continues to develop and realign the curriculum to the PA Core Standards.   To assist in this process, the components and updates of the SAS web site are part of professional development to ensure that the staff utilizes the SAS site.

**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 |
| **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

SAS materials and resources are utilized as the District continues to develop and realign the curriculum to the PA Core Standards.   To assist in this process, the components and updates of the SAS web site are part of professional development to ensure that the staff utilizes the SAS site.

**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 |
| **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

SAS materials and resources are utilized as the District continues to develop and realign the curriculum to the PA Core Standards.   To assist in this process, the components and updates of the SAS web site are part of professional development to ensure that the staff utilizes the SAS site.

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

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

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

The District implements a professional planning process designed to create a culture of teaching and learning and to promote continuous student growth.  The goal is to provide continuous evaluation procedures to assess the effectiveness of current programs and proposed changes.  The District utilizes Survey Monkey to survey the staff after professional development.  Each year, the staff is also asked to respond to the annual Act 48 Survey to identify the priorities for future staff development offerings.  Building administrators will also participate the in-service workshops, often acting as presenters, to ensure that they are aware of goals and expectations for teachers. Topics for professional development are determined in part by the District 48 Committee, using information from a District developed survey, PDE initiatives, and assessment data.  In addition, patterns of achievement, concerns and systemic challenges are reviewed as part of the comprehensive planning process and become focus for professional development as part of this systemic review.  Per contract, the District also provides the staff free additional Act 48 hours.

Scheduled in-service days focus on developing strengths in content areas, common-core, common assessments, research based best practices, intervention strategies, MTSS and data informed instruction.

Professional development time is also set aside to provide on-going evaluation procedures to assess the effectiveness of and provide support for educators, counselors, specialists and administrators.

Administrators are encouraged to attend regional meetings at the Midwestern Intermediate Unit and the local Butler County Principals' meeting.


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

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## *Educator Discipline Act 126, 71*

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

| Questions |
| --- |
| **The LEA has conducted the required training on:** |
| **11/21/2017 All staff were required to completer the 3 hour Mandated reporter training provided by University of Pittsburgh** |

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

| Questions |
| --- |
| **The LEA has conducted the training on:** |
| **2/17/2017 The staff received 4 hour of training on Youth Suicide Awareness and prevention by a certified trainer from UPMC** |

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

| Questions |
|---|
| **The LEA plans to conduct the training on approximately:** |
| **8/22/2018 Staff will be provide online training to complete the required Child Exploitation Awareness Education** |

## *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.

Professional development guidelines are initiated at the District level, in order to ensure fidelity, making optimal use of time, and support staff, as they work to achieve personalized growth. Student data and teacher feedback provide the opportunity to specifically target District needs. Administrators and staff use professional development time to collaborate to support student and District growth. Professional development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening. Professional education is evaluated to show its impact on teaching practices and student learning.

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.

*Unchecked answers*

    *None.*

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

The two year Induction process provides a support system for first-year teachers to assist in their transition from their former place as students to their new role as teacher in the classroom/in the district, through the assignment of a mentor.   It also provides learning experiences for second year teachers to assist in their evolving experience in the classroom. Teachers will work on planning and preparing 21st Century lessons for students, including the demonstration of knowledge of content, pedagogy, resources, evaluation of student work, and the design of instruction. The SAS portal is a main resource used to support incorporation of effective strategies, practices, procedures, and to locate lesson resources and materials that are known to improve student achievement.

A Needs Assessment is completed in October, January and May.  This needs assessment reflect areas that research has shown are related to student achievement and teacher success.  An example of this could be, "I have developed a broad repertoire of teaching techniques or I have been able to combine diagnostic skills with techniques to meet the individual needs of my students."

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).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

- Individualized Induction Plan

*Unchecked answers*

None.

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

The Slippery Rock Area School District has an approved PDE Teacher Induction Program which is reviewed each year.   Documentation of the process is carried out throughout the two-year period that includes a Needs Assessment.   It is the fundamental belief of the District that an Induction Program creates a collaborative learning environment for new/experienced teachers.  It is designed to guide and inform the newly hired professional while providing leadership and understanding under the direction of a master teacher.   Charlotte Danielsons' Enhancing Professional Practice is the foundation to guide learners in this teaching/learning process.
In order to ensure the selected characteristics, the district provides:

- Training time during in-service

- Monthly inductee meetings with principal and mentor

- Grade level/department/faculty meetings

- Observation by mentor/mentee

-  MIU4  training throughout the year

Another key component to the process is self-reflection on professional growth through the inductees' contributions to the school/district, communication with families, and maintenance of accurate and comprehensive records.

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

*This narrative is empty.*

## Mentor Characteristics

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

*Unchecked answers*

None.

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

Mentor teachers must be Instructional II teachers who have taught in the district for at least three years.   They are assigned based upon the following criteria:
1. Mentors are from the grade level/discipline in the building in which they are teaching
2. Mentors are from the same building or split between one building and the same subject discipline outside of the building
The mentor teacher will also possess successful evaluations from the principal, recommendation

and support of the supervisory staff and administration, and have the willingness to serve. Mentors will be provided with monthly topics to discuss.

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

*This narrative is empty.*

## Induction Program Timeline

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

If necessary, provide further explanation.

*This narrative is empty.*

## Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Inductees will participate in Teacher Induction Courses throughout the school year. They will complete the required number of courses offered by the Intermediate Unit IV and Slippery Rock Area School District. At the end of each school year, all documentation will be verified by the following process:

- Building administrator will collect and review the completed documentation required in the Induction Plan.

- District administrator receives and reviews all documentation including Mentor records

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

- A record of the Inductee's participation and successful completion of the Induction Plan will be placed into the Inductee's personnel file for Instructional II certification procedures.

- Completion is verified by the Superintendent on the Application for Level 2 Certification

The inductees complete a brief survey during their initial Induction days. The survey allows the District to adapt the Induction Program, from year to year, to meet the needs of all inductees. The mentors and inductees also meet throughout the year at pre-scheduled dates to review and discuss pertinent educational topics. Administrators continuously check in with the inductee and his/her mentor to review status and address concerns.

## *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: **350**

## *Identification Method*

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

The Slippery Rock Area School District uses a regressed discrepancy model between ability and achievement to determine the presence or absence of a learning disability. The evaluation data includes comparisons to normative assessments, as well as student progress and data on state and local assessments. Classroom behavioral data, both observed and reported, is used in this determination. Parental input via questionnaires or interviews is sought. Information from teachers and related service providers related to classroom behavior and performance is used. Outside Evaluations provided by the parents are reviewed and includes as appropriate. How the

student has responded to classroom and other interventions is incorporated, as appropriate. The following statements are considered and addressed in the Evaluation Report:

    1.  Whether the student achieves adequately for the student's age or does not meet State approved, grade-level standards when provided with learning experiences and scientifically-based instruction appropriate for the student's age or State approved grade-level standards and level of English language proficiency in the following areas: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skill, reading comprehension, mathematics calculation and mathematics problem solving.

    2.  Whether the student demonstrates a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development.  The basis for making the determination whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services or whether the child does not respond to research-based interventions noting that no single method is always used in making this determination.  A team, including a minimum of the student's teacher, a school psychologist, and the student's parent are involved with making this decision.

    3.  The instructional strategies used and relevant student data collected.

    4.  The educationally relevant medical findings, if any.

    5.  The effects of the student's environment, culture or socio-economic background.

    6.  Data supporting that prior to referral or as part of the referral process for a specific learning disability, the general education instruction was provided by qualified personnel, including English Language Services.

    7.  Observation in student's learning environment (general education classroom) to document student's academic performance and behavior in the areas of concern.  The relationship of that behavior to the students' academic functioning is noted.

Prior to a referral for special education eligibility, there are various levels of intervention in place to further examine and provide support for student academic and behavior concerns.  The description of the process is outlined as follows:

Screening Process:

- Review of school records (attendance, office discipline referrals, report cards and previous child study referrals)

- Review of school health records for vision, hearing, and any other health-related concerns

- Review of curriculum and performance based assessments i.e. PSSA, Dibels Data, Aimsweb, Title I assessments, CDTs, Study Island Benchmarking data, curriculum based assessments in Reading and Mathematics using researched based District approved curriculum,

- Child Study Team pre-referral intervention process which includes targeted and evidenced-based interventions for a student (individual or small group) for a prescribed amount of time and frequency level

- Data Team meetings at K-5 level to review progress monitoring data (Dibels, Aimsweb, CDTs, Bracken)

- Grade Level Team meetings K-8 review grade level data (Benchmarking, Study Island)

- Department Meetings 9-12 to review data (Keystones, Aleks)

Pre-referral intervention:

Tier I Interventions:   Differentiation of instruction and use of research-based interventions to meet the needs of individual learners is used to offer the appropriate level of challenge for each learner. Differentiation strategies may vary how content is introduced to students, how information is processed by students, and how students demonstrate learned content. Interventions may include smaller groups, extra time, demonstrations, pictures, graphics, written key words to support text information, oral discussions oral presentations, group collaboration, hands on activities, movement or rhythmic experiences, or alternating between active and passive activities.  Universal screening is utilized to identify at-risk students.

Collaboration with parents on an intervention plan that addresses specified learning needs of the student is used.  A log of intervention efforts and students' progress may be used.

Tier II Interventions:  Students who are identified as at-risk by universal screening are provided small group instruction, targeted interventions to address learning issues, and use of research-based intervention strategies and instructional materials. The programs Read Naturally, Handwriting Without Tears, Wonderworks, Language for Learners, Touch Math are an example of research based materials used.  Parents and the school team meet to collaborate on needs, interventions and progress.  Interventions are monitored using progress monitoring measures including Aimsweb and Dibels probes and graphing.

Collaboration with parents continues, including regularly scheduled meetings.  A log of intervention efforts and students' progress is used.

Screening assessments as needed to assess reading skills, math skills, writing skills, ability, visual-motor development, behavior, attention, social interaction and other issues as necessary.

Tier III Interventions:  When a student continues to fall significantly behind peers, even with Tier II interventions, Tier III interventions are utilized.  Tier 3 interventions use the same research-based instructional materials and staff members, but are of more intensity and longer duration. Interventions are targeted to match skill deficits identified in earlier tiers, universal screening, targeted screenings, and/or results of progress monitoring.  Additional screening assessments may be utilized.

Collaboration with parents continues, including regularly scheduled meetings.  A log of

intervention efforts and students' progress is used.

If a student continues to fall significantly behind peers in Tier III, a Multi-disciplinary Evaluation can be requested by parent and/or school district.
Evaluation Process:

- Multi-disciplinary Evaluation initiated by parent and/or district.

- Intellectual ability and academic achievement data collected form an individually administered assessments with the school psychologist

- Team data collection and parental input is incorporated into the Evaluation Report

## *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

A review of the Special Education Data Reports for the 2011/2012 through the 2015/2016 school years shows no significant disproportionality percentages for the district compared to the state in any area of enrollment by disability category. Speech and Language percentages back in 2011/2012 were the largest percentage of difference at 7% (District 23.1% and State 16.2%). This has since been reduced to a .8% difference in which the district's percentage is lower than the State percentage.
Additionally there is no disproportionality in the identification of exceptional children by race or ethnicity according to the data.  The data for students with disabilities is comparable to those without disabilities in the general population. There is no evidence that children are misidentified by race or ethnicity. The district would take immediate steps to ameliorate any disproportionality if identified. The District believes that it has an efficient procedure in place to prevent the inappropriate identification of students with disabilities by race/ethnicity through basing decision-making solely on the needs of the individual student. The school psychologist uses testing instruments that are not biased and ensures accurate results. At all levels student progress is reviewed by the staff quarterly at each report card distribution for trends in student performance and the strategies that are being implemented at that building.
Annually, the District administration and school psychologist review the Childfind Information that includes the student's age, grade, ethnicity and referral source. Review of this information not only helps administration determine the ethnicity of students being referred, but also training needs across the District for teachers. The District administrative team is cognizant of the importance of seeking to improve student and teacher performance and seeks ways to accomplish that goal wherever and whenever a weakness is found by reviewing the Childfind information and

determine the most efficient way to support teachers which may be through self-directed research, attending seminars, conferences, and other training offered through PDE, PaTTAN, and or the MIU IV.

The District prevents the inappropriate identification of students with disabilities by disability category following the policies and procedures based upon the individual needs of the student as determined by the IEP Team as well as by the review of the Childfind information.

## *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?

Slippery Rock Area School District is committed to providing FAPE to any eligible student residing in the District. When the district is made aware of a student who is in need of special education or thought to be in need of special education, the District procedures are followed as would be for any other student. An evaluation process would be initiated and an IEP, if necessary, would be generated, based on the Evaluation Report. Programming, location, related services and specially-designed instruction would be addressed to ensure the student's educational success. The District will also communicate and report student progress to the institution/facility, parent (assigned surrogate if appropriate) and the district of residence. The District has not encountered any barriers that would limit its obligations under Section 1306 of the Public School Code. There are no facilities located with the district that provide educational services as the host district. If a facility would locate within the District communication with Facility/Institution would be initiated by the District. As the Host, the District would notify and submit PDE form 4605 to the District of residence and request educational records for enrollment. The District, as Host, would convene the IEP team (including parent, facility/institution, District of Residence) to determine educational placement. Least Restrictive Environment considerations at the local public school building unless a more restrictive placement is already in place or the team determines the local public school cannot appropriately meet the student's needs. The District would participate in the IEP for any district student served by another entity.
There are no prisons or other locations for incarcerated students located with the District. If a facility were to located within the District, the District would utilize existing Child Find procedures and design a system to ensure a free appropriate public education (FAPE) is available and provided for any student identified and in need of special education services and participate in that student's IEP.
The District updates the Annual Public Notice each year based on direction give the Midwestern Intermediate Unit IV staff and the Pennsylvania Department of Education. The Annual Public Notice contains all required elements. The LEA will annually notify a non-public schools in the Slippery Rock Area School District and surrounding communities of available special education

services.  There is regular communication and coordination of services from Early Intervention programs operated by MIU IV and with all other local preschool providers in the area.  The Slippery Rock Area School District is not currently a host district for any child's institutions.  The District does not believe any problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code at the time.

## *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 no prisons or other locations for incarcerated students located within the District.  If a facility were to locate within the District, the District would utilize existing Child Find procedures and design a system to ensure a free appropriate public education (FAPE) is available and provided for any student identified and in need of special education services and participate in the IEP process.  The Slippery Rock Area School District is committed to providing FAPE to any eligible student residing in the District, including those that may be incarcerated.  When the district is made aware of an incarcerated student who is need of special education or thought to be in need of special education, the District procedures are followed as would be for any other student.  An evaluation process would be initiated and an IEP would be generated based on the Evaluation Report.  Programming, location, related services and specially-designed instruction would be addressed to ensure the student's educational success.

The LEA is familiar with the requirements of transfer of records to the appropriate authorities.  A copy of the Family Educational Rights and Privacy Act (FERPA) regulations as they relate to the transfer of student records is on file in each office and has been reviewed they the administrative team.  In the event a crime has been reported, requested records are forwarded without obtaining permission in compliance with judicial orders, or administrative agencies that have power of subpoena.  Parents and/or students shall be notified of all such orders and of the school's compliance.

The District would participate in any IEP meeting for any special education eligible student who resides in Slippery Rock Area School District and is incarcerated at a facility located outside of our District.

## *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment

(LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Slippery Rock Area School District adheres to the guidelines and procedures as outlined in Chapter 14 for servicing students in the least restrictive environment to the maximum extent appropriate. Accommodations, modifications, Child Study Team and Multi-Tiered Support System strategies are provided within the regular education setting prior to referral for multidisciplinary evaluation. The District is committed to providing Least Restrictive Environment (LRE) for students and starts with ensuring that Individualized Education Program (IEP) team begins with the General Education setting, utilizing supplementary aids and services before considering a more restrictive environment. Specific questions embedded in the IEPs help assist IEP teams when considering educational placement. The IEP team reviews all data and information and discusses LRE questions to help determine the educational placement for students that is least restrictive and reasonably assures meaningful educational benefit.

In Slippery Rock Area School District, all students are included in the General Education environment for at least some portion of their school day. A continuum of services is provided in which students are able to access supports and services in their local neighborhood school. Some services are located in a specific building due to low numbers and location of specific staff support.

The IEP team utilizes data from the current Evaluation Report, previous IEPs, teacher, related service and parent information, and any other current data and information available when considering educational placement. All supplemental aids and services available to the IEP team are considered before removal from the General Education environment. The Supplementary Aids and Services Toolkit (on PaTTAN website) is available to the IEP team to guide them through the steps that identify services and supports which could allow a student with a disability to make progress and succeed within the General Education setting.

Example Supplemental Aids and Services include but are not limited to:

Collaborative:

- Scheduled time for co-planning and team meetings

- Co-teaching

- Paraprofessional support

- Teacher directed small group instruction

- Professional development related to inclusionary practices

- Assistive technology training

- Special educator support

- Early Intervention transition meetings

- Transition meetings with outside agencies for secondary students with VR/MHMR/ community agencies

- Progress reporting

- Coordination with outside agencies (OVR, Juvenile Probation, Children and Youth Services, MH/MR, Community Service Providers)

- Mental Health Providers in school

- TSS, BSC, MT Services in school

Instructional:

- Differentiated Instruction

- Alternative means for students to demonstrate understanding of concepts

- Testing modifications

- Alternative materials and/or assistive technology

- Alternative method of instruction

- Pre-teaching, re-teaching, repetitive skills instruction, cueing, and prompting

- Providing research-based supplementary materials (Utilizing flex grouping via skill groups, Study Island, Read Naturally, and selected reading programs)

- Hearing/Vision Support Services

- Occupational Therapy Services

- Physical Therapy Services

- Orientation and Mobility Training Services

- Speech and Language Support Services

- Extended School Year Services

- Transition Services

- SAP Training and Supports

- Bullying Prevention Programs

Physical Environment:

- Furniture arrangement

- Adaptive equipment

- Room dividers

- Adjustments to sensory environment

- Wheelchair accessibility

- Seating arrangements

- Specialized Transportation

- Specialized Furniture--modified chairs, tables, desks for accessibility

- Building structural aids--grab bars, trays, ramps, Hoyer chairs, lifting devices

- Classroom/Individual sound field systems

- Adaptive writing surfaces

- Accessible bathrooms

Social-Behavioral:

- Social skills instruction

- Counseling supports

- Peer support

- Positive behavior support plans

- Structured rules and expectations

- Cooperative learning experiences

The IEP teams are aware that students must be educated in the LRE which begins with the General Education Classroom. Prior to removing the student from the general education environment there must be demonstration that instruction in that setting could not be satisfactorily met even with supplementary aids and services. If the IEP team determines the General Education setting is not appropriate, they work through the continuum of services until the LRE is determined. The District supports students at the Itinerant, Supplemental and Full-time levels. To determine if a student requires a more restrictive setting, the IEP team reviews Section VII of the IEP, Educational Placement, which contains 6 questions the IEP team must discuss when determining LRE.
The District employs paraprofessionals that support students in both the Special Education and General Education environments.  All paraprofessionals have acquired Highly Qualified status or are in the process of earning this status.  All paraprofessionals receive the required 20 hours of professional development on a variety of topics to support students, special education and general education teachers in the educational environment.  They also assist with providing

accommodations and modifications identified in students' IEPs.

The Special Education teachers consult and work collaboratively with General Education teachers when students are placed in the General Education setting. In grades 7-12, students with and without IEPs have opportunities to participate in co-taught classrooms.  These classrooms have a Special Education certified teacher and content certified teacher providing instruction in a variety of co-teaching models.  Co-Teaching has also been implemented in Math in grades 3-5 at the elementary level at the beginning of the 17/18 school year.  The elementary Special Education certified teachers and paraprofessionals connect with General Education classrooms at each grade level in grades K-8 providing supports and service enabling students to participate in the General Education environment for Social Studies, Science, Specials, lunch, recess, homeroom, and all special activities and programs throughout the school year.

In the District, students with IEPs typically spend more time in the General Education Environment as they grow older.  Through the Career and Work Standards, the 339 Guidance Plan for the District provides experiences and learning opportunities to prepare students for transition from High School.  As required by Chapter 14 regulations, from the identified age of 14 (and even before), students with IEPs have specific goals to address "Life after School" in the 3 specific areas of Post-Secondary Education, Work, and Daily Living.  Some of the supports offered at school may not be available to them in a post-secondary educational environment or in the workplace making it crucial to provide students with IEPs which provide the skills necessary for independence. General Education environments and opportunities such as Butler County Vocational Technical School and Community/Vocational Based Instruction and Education provide students with job-related and self-advocacy skills necessary for success in the workplace and community.

The District will attempt to service students within the home district prior to looking for a placement outside of the student's home district. The District has a comprehensive array of programs and services either within the District, at locations operated by neighboring districts, through participation in Intermediate Unit operated multiple-district programs, or programming provided through private institutions operated within the region. Regardless of the student's placement, the District encourages participation with same age peers in the general education setting for nonacademic and extracurricular activities.  The Director of Special Education is scheduled to attend each IEP meeting unless unavailable.  When this occurs, the school psychologist or building principal will act as the LEA.

The Slippery Rock Area School District is aware of the need to decrease the number of students placed outside of the district to reach the SPP target of 4.6%.  The 2105-2106 Special Education Data Report indicates the District is 2% above the SPP target.  The District has been addressing this issue through increasing professional and paraprofessional staff specifically toward the development of greater capacity in the areas of emotional and autistic support at the elementary level.  The district now operates an emotional support and autistic support classroom in both elementary buildings.  Beginning in the 2018-2019 school year, the District will offer Life Skills Support for elementary students grades K-5 in one of the district's elementary buildings in order to serve students within the local school district.  The District will also plan to open a Life Skills Classroom at the Middle School for students in grades 6-8 in the Fall of the 2019-2020 school year.  In the past 2 years the District has experienced a shift in its population of special

needs students in terms of educational requirements due to families moving into the district with children already identified and receiving services that required placement outside of the District boundaries and/or requiring more service delivery outside of the regular education setting. The District is also aware of the fact that the special needs population reported in Indicator #5-- Educational Environment category of "SE Inside Regular Education Class 80% or More" is below the State percentage by 4% and the SPP Target by 5% in the 2015-2016 Special Education Data Report.  As noted previously, the district has experienced a shift in its population of special needs students in terms of educational requirements due to families moving into the district with children already receiving services at a higher level as well as students entering school-age Kindergarten from pre-school and Early Intervention programs with significant deficits, disabilities, needs and services already in place requiring more service delivery outside of the General Education setting.  The District will continue to work vigorously toward keeping these students in general education for as much time as appropriate to meet these students' unique needs as well as having the educational delivery of these services as close to the District as possible.  In addition, the District continues to provide professional development opportunities in Autism, Behavior Support, and Differentiated Instruction which is designed to provide staff with the tools and strategies to use within their classrooms to address and support student needs.  The District utilizes site-based training, consultative and technical assistance opportunities available through MIU4, PDE/PaTTAN as well as other public or private agencies to increase capacity to service its' student population.  The District will continue to explore creative ways to increase capacity to provide educational programming and services in the least restrictive educational setting moving forward.

## *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 District employs Positive Behavior Supports (PBS) as the primary method of addressing problematic behaviors. The buildings all implement Anti-Bullying Programs and the elementary and middle school staffs have received training through the Olweus Bullying Prevention Program.  Presently there are trained and active Student Assistance Program Teams in each building that provide for emotional and behavioral supports services and components to students in grades K-12.  Trainings and Updated Professional Development for these teams will continue going forward.  The District currently collaborates with a local mental health/behavioral agency

to provide individual, confidential mental health counseling to students in all buildings K-12.  In conjunction with the District's commitment to provide services to families and students in need, the District continues to collaborate with various mental health services providers, programs and institutions located in the local area.

District personnel are trained in positive behavior techniques and crisis de-escalation and restraint procedures.  The District's paraprofessionals, special education teachers, and other identified staff have go through yearly training in Safety Mechanics facilitated by certified trainers from Midwestern Intermediate Unit #4.  The most recent group training took place on 10/9/17.  Currently the District will move to Safety Care de-escalation and restraint training beginning in the 2018-2019 school year as this is the method MIU #4 has transitioned to and offers to district staff.

The District maintains and reports data on the use of restraints and reviews the data regularly to ensure required waivers and IEP meetings are within 10 days of restraints.  Parents are immediately notified if a restraint occurs and they receive a follow-up letter that a restraint was used on their child.  An IEP meeting is offered and the parent can accept or decline the meeting.  If the parent accepts an IEP meeting following a restraint, the District makes every effort to hold the IEP meeting within 10 days of the restraint.

All students who are identified with an Emotional Disturbance are evaluated to determine the need for a Positive Behavior Support Plan (PBSP) that includes techniques and interventions based on research.  Students who have behaviors that interfere with learning and require specific interventions have PBSPs as a part of their IEP that include techniques and interventions that are based on research.  With parent permission, a Functional Behavioral Assessment FBA) is conducted to determine what is causing the behavior.  Results of the FBA are used to develop goals and interventions to be used in the PBSP for the student.

Some students have the use of restraints as part of the IEP.  The restraint will be utilized as a last resort if there is a clear and present danger to the student or others and less restrictive techniques have not or will not work.  The PBSP contains measures to support the student and teach him or her skills to control/replace the problem behavior.

The District has a plan for eliminating the use of restraints through Positive Behavior Techniques and Supports.  The Positive Behavior Supports in the District are based on positive measures designed to help students and contain goals and specially designed instruction that reinforce positive behavior.  If the District must use a restraint in the event of self-injurious or aggressive behavior, the restraint will be performed by appropriately trained personnel.  The use of prone restraints is prohibited in the District.

This behavior management policy of the Slippery Rock Area School District represents a three (3) tier hierarchal model of behavior management which are determined by the degree of need for each student.  As behavior concerns increase, the level of behavior intervention increases in intensity.  At all levels of support, three elements are always included:  positive measures rather than negative supports are used; supports include researched-based and best practices strategies; and the least restrictive and/or intrusive supports are considered and implemented first. The policy also presents an array of models and techniques from which to choose depending upon staff training and type of behaviors which require attention. Level I strategies are employed through the implementation of individual teacher/classroom management measures that are based on school district and building policies and procedures.  Level II interventions require completion

of a Functional Behavioral Assessment (FBA) to determine antecedents and consequences related to behaviors of concern.  A PBSP is developed from the FBA that is specific the needs of individual students, is implemented with the child's IEP.  Level III interventions are employed only when Level I and II interventions have failed and determined to be ineffective.  Level III interventions require the IEP team to reconvene.  Aversive techniques are not be used and discipline and restraint are not used as a substitute for a behavior management program.  The use of restraints is considered a measure of last resort, only to be used after less restrictive measure, including de-escalation techniques have failed.

**Level I**

Level I of Positive Behavior Support consists of universal classroom management strategies.  Individual classroom management strategies are linked to the overall building and district positive behavior management policies.  The goal of classroom management is to create and sustain a positive classroom environment that encourages behavior conducive to learning.  Classroom management is directly linked to instruction.  When students are actively engaged in authentic learning experiences, research indicates that undesirable behavior diminishes.  Teachers encourage positive behaviors through teaching expectations and routines, actively supervising the classroom, modeling, redirecting and prompting desirable behavior and providing positive reinforcement.

**Level II**

When Level I interventions have been unsuccessful and the IEP team has determined that a student's behavior is impeding his/her learning or that of others, Level II interventions are implemented.  Level II intervention first requires that parental permission is obtained to conduct an FBA.  The FBA is a process of identifying the events that reliably predict and maintain problem behavior.  The goal the FBA is to define target behavior, identify antecedents and consequences of the behavior and analyze patterns to develop a summary statement of function of the behavior.  Various tools are used in the FBA process to gather information and data and can include teacher, parent and student interviews/questionnaires, direct observations and checklists.  The data gathered in the assessment enables the IEP team to develop a hypothesis regarding the function of the student's behavior which then guides the development of a PBSP.

A PBSP is created based on the findings of the FBA and implemented along with the student's IEP.  The PBSP utilizes positive techniques and interventions that are the least intrusive.  The goal of the PBSP is to reconfigure a student's environment and the behavior of others around the student in order to decrease the effective of the problem behavior while also teaching a replacement behavior that is effective in achieving the same function the problem behavior served.  This is achieved by modifying and manipulating the antecedent and consequence events around the behavior and rewarding the replacement or desired behavior.  The PBSP also includes a systematic way, based on data, to decrease the reinforcement of the replacement behavior over time so that the replacement behavior becomes ingrained and automatic.  Once the PBSP is implemented, student progress is monitored and measured frequently to determine the success of the plan.  The IEP team may modify the plan over time, based on data, to better serve the student.

**Level III**

Only when interventions on Levels I and II have been unsuccessful are Level III interventions implemented.  Level III interventions may incorporate the use of restraints in the PBSP or a change in educational placement.  Restraints are only used when a student is acting in a manner that shows clear and present danger to him/herself, to other students or staff and only when less restrictive measures and techniques have proven to be are not effective.  Following documentation of the use of a restraint, parents are notified immediately and an IEP Team meeting is held to determine whether or not the student needs a new or revised re-evaluation, FBA, PBSP, or a change of placement.  Level III interventions may not be employed as punishment or as a substitute for an educational program.  All PBS measures and techniques are performed in accordance with Chapter 14 regulations.

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

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

The District does not have a significant problem in providing FAPE for any of our students. The District strives to provide a seamless delivery system for programming to ensure Least Restrictive Environment (LRE). Presently, all students with identified disabilities are placed in appropriate settings as delineated by the individual educational team as developed in the IEP and based upon the educational needs of the student. If an instance would arise in which the District would be unable to provide or secure an appropriate setting for an identified student, the District would immediately contact the Intermediate Unit for resources, as well as, possibly, informing the interagency coordinator, and as warranted, seek to schedule a CASSP meeting as soon as possible.

The Slippery Rock Area School District collaborates with other agencies to build service capacity both in and outside the district by teaming with a variety of agencies and service providers that may be involved with a student.  The District is located in a geographic area that allows access

to Butler, Mercer, Lawrence, Allegheny, and Clarion Counties in order to be able to utilize organizations and service providers for students. The District works jointly with all of them on a case by case basis as necessary. Additionally, the district works closely with Midwestern Intermediate Unit #4 in providing services, training and consultation. The District initiatives, locates and works to secure the appropriate setting for any particularly hard to place students with disabilities. This is done through a collaborative effort with the appropriate provider as needed and as determined by the student's IEP and team. The District would approach the appropriate regional agencies and providers should the need arise.

The District works with all of the local Mental Health, Juvenile Probation, Child and Youth, and Disabilities Agencies in the surrounding area. The District attends meetings for any student with a disability as requested through these agencies and invites any agencies involved with a special needs student to that child's IEP meeting as appropriate with parental consent. The District has worked cooperatively with a number of agencies including but not limited to: Center for Community Resources, Butler Community Hospital, Clarion Psychiatric Center, Sharon Regional Hospital, Family Psychological Associates, Adelphoi, Kids Count (RFT), St. Stephen's Academy, Office of Vocational Rehabilitation, Family Behavioral Health, Southwood Psychiatric Hospital, Keystone, Early Intervention programs in the area, MH/MR, Midwestern Intermediate Unit #4, and CASSP.

There is a comprehensive range of services and programs available either within our district, neighboring school districts, or through a variety programming opportunities operated by Midwestern Intermediate Unit #4. Other intensive options are available for students through outside educational service providers. All decisions concerning a continuum of services and programs for students with disabilities are determined by the student's IEP team at the IEP meeting.

The Slippery Rock Area School District has been successful in securing appropriate placements and services for students with disabilities as determined by the student's needs and outlined within the IEP process. There are currently 3 student with disabilities receiving Instruction in the Home related to medical diagnosis and need. These determinations were made following the special education process and procedures and included outside agency involvement as part of the IEP team and decision making process. Should the District experience difficulty in securing an appropriate placement for an identified student, the District would initiate contact with the county interagency coordinator and the Intermediate Unit. This partnership would work together to assist in bringing together the appropriate agencies necessary to support the student and family in order to conference and collaborate in addressing the needs of the student that is difficult to place. The interagency coordinator would assist in gathering the various educational agencies and providers that are needed to address the specific needs of a particular student.

The least restrictive environment for a student with a disability depends upon the student's IEP team determination of what is educationally necessary and appropriate for that student. The District ensures that the appropriate educational placement for any student always begins with consideration for placement in the general education setting with supplementary aides and services.

The District is aware of the provisions set forth in the Memorandum of Understanding as well as the District's fiscal responsibilities to provide FAPE for all students living in the district and/or for those students whose parents are residents within the district. The District has and will

continue to work collaboratively with the various Mental Health and Human Service providers and agencies to ensure a coordinated and seamless delivery system for all students with disabilities. Meetings are attending by those agencies/organizations which includes the school to assist in determining/providing funding.

The District will continue to adhere to the provisions outlined in the various Basic Educational Circulars (BECS) and apply available special education funds and district special education resources in providing appropriate educational programming and services for all special education students.

Presently the District provides for the educational portion of the costs of those students with disabilities that have been place by community agencies (Juvenile Probation, Children and Youth, CASSP, etc.) in locations outside of the district for a variety of unique reasons.

Beginning in the 2016-2017 school year, the District expanded its' emotional support services through the addition of an emotional support classroom at the elementary level to address the growing need for services in this area. This allowed the district to maintain K-5 students requiring this service to remain in their local neighborhood building and not be bussed to another elementary building. This also increased the capacity to services more students and educate students within the district and ultimately reduce the need to seek placements outside the district as well as providing opportunity to bring previously placed students back to the District.

At the start of the 2018-2019 school year, the District will be opening an elementary Life Skills Classroom for students in grades K-5 to address the growing need for services at this age level. This will allow the district to bring students previously placed out of district in a neighboring school district back to the district as well as service additional elementary students that require this type of service that have enrolled in the district. The District will explore the possible need and planning to open a Life Skills Classroom for Middle School, grades 6-8 in the subsequent year(s) to allow students to remain in the district as they advance in their education.

If the District would encounter any concerns that could not be resolved surrounding the provisions of providing FAPE and programming of hard to place students, the District would contact the Intermediate Unit and/or the Interagency Coordinator for assistance and resolution.

### *Strengths and Highlights*

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

The Slippery Rock Area School District serves students with disabilities in grades K-12 through a wide range of services in order to appropriately meet their needs. The District has a special education staff of 25 professionals and 28 paraprofessionals. The District addresses each individual student's specific needs on a case by case basis through the IEP Process.

The District is committed to providing all students with quality educational programs and services. Parents are provided information regarding the special education supports and services

available through the district.  Materials, brochures, pamphlets from Paten, BSE, OVR, and other agencies are distributed at various events which include Open Houses in each building, A Special Education Night held in November, and information is also available in each of the building offices.

The District has committed to providing comprehensive Transition/Post Secondary Preparation services and opportunities.  A Full Time Transition Coordinator and paraprofessional were hired to support and expand Community and Vocationally Based Instruction of all eligible special needs students.  The District partners with OVR and other agencies to explore future educational, career and independent living experiences in the community and at Slippery Rock Area University's TAP Program.  Students have been able complete support job shadowing and work experiences through WBLEs support and coordinated between the District and these agencies.  This area of services has expanded greatly in the past 2 years and the District Transition Coordinator was nominated and a recipient of the Milken Educator Award in October 2017.

District staff is provided and encouraged to attend trainings and professional development experiences through conferences, workshops, trainings, etc.  During the 2017-2018 school year Co-Teaching and MTSS trainings and regular consultation was provided to special education and general education staff by Midwestern Intermediate Unit #4 to support Co-Teaching in grades 3-5 for Mathematics and MTSS interventions at the various Tiers for grades K-5.  Additionally the Director of Special Education has monthly Special Education Team Meetings in each building to keep teachers and paraprofessionals up-to-date with changes in special education and to support the staff with any needs that arise within each individual building.

The District has MTSS Intervention blocks daily for every grade level K-5 in the elementary building for Reading.  This along with Title I and Child Study interventions are in place in both K-5 elementary buildings to address student needs in a systematic manner to provide assistance to students in need provide to a referral for a special education evaluation.

The District has implemented a thorough screening process and procedures for incoming Kindergarten students which includes hearing, vision, speech, fine and gross motor, and administration of the Bracken to identify potential students with deficits prior to entering school.  Parents are then provided with results, information and suggested tools, tips, and techniques they can utilize with their child before entering their Kindergarten year.  The district also hosts several "kindergarten preparation activities" to all incoming kindergarten students including a Watermelon Welcome, Bunny Hop, Lunch Day, etc. to assist in bridging the gap between Preschool/Early Intervention and facilitate a smooth transition for all students.

A summer camp has been developed for students in grades K-2 for 2 weeks in August to provide struggling students, students with disabilities, and all Kindergarten students with 2 weeks of academic and social instruction in small groups with teachers to prepare them for return to school and provide instructional interventions in small group settings to reduce recoupment time and refresh skills in Reading, Language Arts and Math prior to the school year.

The District's availability of outside resources is a strength.  These resources include supportive parents, community, agencies, the Slippery Rock University, PaTTAN, and Midwestern Intermediate Unit IV.  These resources provide our teachers and staff training needed to enhance programs, meet individual goals and the ability to stay current on new information.  Trainings

have included are not limited to: Differentiated instructional strategies, Co-Teaching, MTSS, Data Driven Decision Making, SAP training, DIBELs, and Aimsweb.

The District has 2 Speech and Language Pathologists on staff and offers SPL skill screenings to all students in K, 1, 2, & 3, as well as, on a referral basis.  The District offers screenings and services for OT, PT, Auditory Processing, Hearing, Vision, O&M, Assistive Technology, Audiological, and Dysphagia as needs.  These related services are contracted through Midwestern Intermediate Unit #4.

The District has trained Concussion Management Teams trained in each building to address accommodations and any needed referrals to Brainsteps, a 504 or special education evaluation for students diagnosed with a concussion.  Students are monitored by these teams on an individual and case by case basis to provide appropriate services to meet students' needs.

Co-Teaching has been implemented in all district buildings K-12 and the district is committed to expand this model to allow students maximum access to their least restrictive environment with supports. MIU4 provided training and ongoing support during the 2017-2018 school year in both elementary buildings in the area of Mathematics.

All Instructional Paraprofessionals in the district meet the definition of "Highly Qualified" as was defined by No Child Left Behind. All Special Education Teachers in grades 9-12 at the high school meet Highly Qualified designation for the content specific subjects they support and instruct.

High level of parent participation in IEP meetings.  Parents are responsive to district flexibility in meeting times and mode of participation (phone conference) and has been able to increase parent participation in these meetings. Family participation in transition meetings, financial aid nights, OVR meetings has increased since the District added a full time Transition Coordinator that is able reach out and establish strong and communication with families for the students at the High School.

The District continues to offer the following programs:  Academic Assistance/Tutoring, Title I Reading, Remedial Summer School, full day Kindergarten, SRA reading, spelling and math, Handwriting Without Tears, Study Island, Reading Eggs, and Education City, First in Math, PATHs curriculum, Accelerated Reader and ESY services.

Instructional Methods used in the District include but are not limited to: Co-Teaching, Differentiated Instruction, Formative Assessment, use of instructional paraprofessionals, Title I services, 1:1 PCA's, online learning, hybrid learning opportunities, CBVT instruction, and counseling services (group and individual) throughout the district.

Technical Assistance Resources offered in the District include:  Web-based curriculum programs corresponding with math and reading programs, Smartboards, Polyvision Boards, iPads, Student Response Systems, FM systems, Tyler Technology, Study Island, Career Cruising, First in Math, Chromebook Carts, Google Docs, IEPwriter, 3D printers, and Assistive Technology.

The District offers Student Assistance Programs in all buildings K-12 and outside Mental Health/Individual Counseling is available in all buildings through agreement with local agency. The District also has a strong collaborative relationship with the County Crisis Contact and team when situations arise that students are need of additional interventions and support during times of crisis.

The District utilizes a Study Strategies at the High School and an Advisory Period at the middle school where learning support students may receive instructional support/assistance from special

education teachers and/or paraprofessionals at any time during the school day.

The District has a variety of information pertaining to Special Education available to parents through its website. It is designed to afford access to student progress through Tyler Technology (a software application providing scores on all class tests, homework assignments, class projects, class averages, general school information, and school contacts). Additional training, events, and school information are displayed through the District website, newsletters, and notices distributed throughout the year.

The District uses Progress Monitoring through Aimsweb and Curriculum Based Assessments to guide instruction for all special education students.  For annual IEP meetings, students are administered achievement testing to monitor growth in the areas of Reading, Writing, Mathematics, Oral Language, etc. that have been identified as areas of deficits.  All students are also given the Qualitative Reading Index to determine Frustration, Instructional, and Independent Reading levels which helps determine goals and instructional levels, and areas of support that should be considered.

The District has access to and utilizes a variety of community resources to assist in educating staff families and students about their services and what supports are available to families, students and staff within the local area.

The High School has formed a team and participated in the Unified Interscholastic Sports Program for the past 2 years.

# Assurances

## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

## Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*

## Least Restrictive Environment Facilities

| Facility Name | Type of Facility | Type of Service | Number of Students Placed |
|---|---|---|---|
| **Wilmington Area School District** | Neighboring School Districts | MDS Support | 1 |
| **St. Stephen's** | Other | Emotional Support, Autistic Support | 9 |
| **Moniteau Area School District** | Neighboring School Districts | Life Skills Support | 4 |
| **Slippery Rock Area School District** | Instruction in the Home | Academic support, OT, PT, Speech and Language, Vision Support | 3 |
| **Western Pennsylvania School for the Deaf** | Approved Private Schools | Hearing Support | 2 |
| **Pace** | Other | Autistic Support | 1 |
| **McGuire Memorial** | Approved Private Schools | Autism, MDS | 4 |
| **Center Avenue Community School** | Other | Emotional Support | 3 |
| **Watson Institute** | Approved Private Schools | Autism, Life Skills, MDS | 2 |

## Special Education Program Profile

**Program Position #26 - Proposed Program**

> *Operator:* School District
>
> **PROPOSED PROGRAM INFORMATION**
>
>> *Type:* Position
>>
>> *Implementation Date:* August 22, 2016
>>
>> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
>
> **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Supplemental (Less Than 80% but More Than 20%)** | Emotional Support | 6 to 11 | 6 | 0.6 |
| **Justification: Waivers on file** | | | | |
| **Locations:** | | | | |

| Slippery Rock Area Elementary - Kizak | An Elementary School Building | A building in which General Education programs are operated | | |
|---|---|---|---|---|

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Emotional Support | 6 to 11 | 3 | 0.4 |
| Justification: Waivers on file | | | | |
| Locations: | | | | |
| Slippery Rock Area Elementary Kizak | An Elementary School Building | A building in which General Education programs are operated | | |

## Program Position #25 - Proposed Program
*Operator:* School District
**PROPOSED PROGRAM INFORMATION**
*Type:* Position
*Implementation Date:* August 22, 2016
*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Speech and Language Support | 5 to 11 | 41 | 0.75 |
| Justification: Waivers on file | | | | |
| Locations: | | | | |
| Slippery Rock Area Elementary Smiley | 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 | 12 to 16 | 10 | 0.25 |
| Locations: | | | | |
| Slippery Rock Middle School | A Middle School Building | A building in which General Education programs are operated | | |

## Program Position #24 - Proposed Program
*Operator:* School District
**PROPOSED PROGRAM INFORMATION**
*Type:* Position
*Implementation Date:* August 22, 2016
*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 5 to 8 | 4 | 0.3 |
| Locations: | | | | |
| Slippery Rock Area Elementary Allison | An Elementary School Building | A building in which General Education programs are operated | | |

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

| | | | | |
|---|---|---|---|---|
| **Supplemental (Less Than 80% but More Than 20%)** | Learning Support | 5 to 8 | 9 | 0.7 |
| **Justification: Waivers on file** | | | | |
| **Locations:** | | | | |
| **Slippery Rock Area Elementary Allison** | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #23 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 22, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Itinerant** | Learning Support | 8 to 10 | 1 | 0.2 |
| **Justification: Waivers on file** | | | | |
| **Locations:** | | | | |
| **Slippery Rock Area Elementary Magnotto** | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Supplemental (Less Than 80% but More Than 20%)** | Learning Support | 8 to 10 | 16 | 0.8 |
| **Locations:** | | | | |
| **Slippery Rock Area Elementary Magnotto** | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #22 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 22, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Supplemental (Less Than 80% but More Than 20%)** | Autistic Support | 7 to 10 | 4 | 0.5 |
| **Justification: Waivers on file** | | | | |
| **Locations:** | | | | |
| **Slippery Rock Area Elementary Solt** | 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 | 7 to 10 | 5 | 0.5 |
| **Locations:** | | | | |
| **Slippery Rock Area** | An Elementary School | A building in which General Education | | |

| Elementary  Solt | Building | programs are operated | | |

## Program Position #21 - Proposed Program

*Operator:* School District
**PROPOSED PROGRAM INFORMATION**
*Type:* Class
*Implementation Date:* August 14, 2017
**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 10 to 12 | 6 | 0.4 |
| Justification: Waivers on file | | | | |
| Locations: | | | | |
| Slippery Rock Area Elementary LeFebvre | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 10 to 12 | 8 | 0.6 |
| Locations: | | | | |
| Slippery Rock Area Elementary LeFebvre | An Elementary School Building | A building in which General Education programs are operated | | |

## Program Position #20 - Proposed Program

*Operator:* School District
**PROPOSED PROGRAM INFORMATION**
*Type:* ClassandPosition
*Implementation Date:* August 22, 2016
*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Speech and Language Support | 5 to 11 | 41 | 0.7 |
| Justification: Waivers on file | | | | |
| Locations: | | | | |
| Moraine Elementary Bashline | 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 | 16 to 20 | 11 | 0.3 |
| Locations: | | | | |
| Slippery Rock High School | A Senior High School Building | A building in which General Education programs are operated | | |

## Program Position #19 - Proposed Program

*Operator:* School District
**PROPOSED PROGRAM INFORMATION**
*Type:* Position
*Implementation Date:* August 22, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Supplemental (Less Than 80% but More Than 20%)** | Learning Support | 8 to 10 | 12 | 0.7 |
| **Justification: Waivers on file** | | | | |
| **Locations:** | | | | |
| **Moraine Elementary Graham** | 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 | 8 to 10 | 6 | 0.3 |
| **Justification: Waivers on file** | | | | |
| **Locations:** | | | | |
| **Moraine Elementary** | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #18 - Proposed Program**
 *Operator:* School District
 **PROPOSED PROGRAM INFORMATION**
  *Type:* Position
  *Implementation Date:* August 22, 2016
  *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

  **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Itinerant** | Learning Support | 9 to 12 | 1 | 0.2 |
| **Justification: Waivers on file** | | | | |
| **Locations:** | | | | |
| **Moraine Elementary Namachar** | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Supplemental (Less Than 80% but More Than 20%)** | Learning Support | 8 to 12 | 14 | 0.8 |
| **Justification: Waivers on file** | | | | |
| **Locations:** | | | | |
| **Moraine Elementary Namachar** | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #17 - Proposed Program**
 *Operator:* School District
 **PROPOSED PROGRAM INFORMATION**
  *Type:* Position
  *Implementation Date:* August 22, 2016
  *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 11 to 12 | 10 | 0.5 |
| Justification: Waivers on file | | | | |
| Locations: | | | | |
| Slippery Rock Middle School Kleinert | 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 12 | 6 | 0.5 |
| Justification: Waivers on file | | | | |
| Locations: | | | | |
| Slippery Rock Middle School Kleinert | A Middle School Building | A building in which General Education programs are operated | | |

**Program Position #16 - Proposed Program**

  *Operator:* School District

  **PROPOSED PROGRAM INFORMATION**

    *Type:* Class

    *Implementation Date:* August 14, 2017

  **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 12 to 13 | 14 | 0.5 |
| Justification: Waivers on file | | | | |
| Locations: | | | | |
| Slippery Rock Middle School Kuntz | 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 13 | 9 | 0.5 |
| Locations: | | | | |
| Slippery Rock Middle School Kuntz | A Middle School Building | A building in which General Education programs are operated | | |

**Program Position #15 - Proposed Program**

  *Operator:* School District

  **PROPOSED PROGRAM INFORMATION**

    *Type:* Class

    *Implementation Date:* August 14, 2017

  **PROGRAM SEGMENTS**

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

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Emotional Support | 11 to 14 | 3 | 0.25 |
| Justification: Waivers on file | | | | |
| Locations: | | | | |
| Slippery Rock Middle School Downing | 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 13 | 3 | 0.25 |
| Justification: Waives on file | | | | |
| Locations: | | | | |
| Slippery Rock Middle School Downing | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 12 to 13 | 2 | 0.25 |
| Justification: Waivers on file | | | | |
| Locations: | | | | |
| Slippery Rock Middle School | A Middle School Building | A building in which General Education programs are operated | | |

**Program Position #14 - Proposed Program**
   *Operator:* School District
   **PROPOSED PROGRAM INFORMATION**
     *Type:* Position
     *Implementation Date:* August 22, 2016
     *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
   **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 13 to 15 | 14 | 0.5 |
| Justification: Waivers on file | | | | |
| Locations: | | | | |
| Slippery Rock Middle School Kelly | 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 | 13 to 14 | 6 | 0.5 |
| Locations: | | | | |
| Slippery Rock Middle School Kelly | A Middle School Building | A building in which General Education programs are operated | | |

**Program Position #13 - Proposed Program**
   *Operator:* School District
   **PROPOSED PROGRAM INFORMATION**
     *Type:* ClassandPosition
     *Implementation Date:* August 22, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Itinerant** | Learning Support | 17 to 19 | 25 | 1 |
| **Justification: Waivers on file** | | | | |
| **Locations:** | | | | |
| **Slippery Rock High School Roczko** | A Senior High School Building | A building in which General Education programs are operated | | |

**Program Position #12 - Proposed Program**
    *Operator:* School District
    **PROPOSED PROGRAM INFORMATION**
        *Type:* ClassandPosition
        *Implementation Date:* August 22, 2016
        *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

    **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Itinerant** | Autistic Support | 14 to 18 | 4 | 0.37 |
| **Justification: Waivers on file** | | | | |
| **Locations:** | | | | |
| **Slippery Rock High School Conglose** | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Supplemental (Less Than 80% but More Than 20%)** | Autistic Support | 14 to 18 | 1 | 0.13 |
| **Locations:** | | | | |
| **Slippery Rock High School Conglose** | 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** | Emotional Support | 14 to 18 | 12 | 0.25 |
| **Locations:** | | | | |
| **Slippery Rock High School  Conglose** | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Supplemental (Less Than 80% but More Than 20%)** | Emotional Support | 14 to 18 | 3 | 0.25 |
| **Locations:** | | | | |
| **Slippery Rock Area School District  Conglose** | A Senior High School Building | A building in which General Education programs are operated | | |

**Program Position #11 - Proposed Program**
    *Operator:* School District
    **PROPOSED PROGRAM INFORMATION**
        *Type:* ClassandPosition

*Implementation Date:* August 22, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

### PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Full-Time Special Education Class** | Life Skills Support | 16 to 20 | 1 | 0.3 |
| **Justification: Waivers on file** | | | | |
| **Locations:** | | | | |
| **Slippery Rock High School Paxton** | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Supplemental (Less Than 80% but More Than 20%)** | Life Skills Support | 16 to 20 | 8 | 0.7 |
| **Locations:** | | | | |
| **Slippery Rock High School Paxton** | A Senior High School Building | A building in which General Education programs are operated | | |

## Program Position #10 - Proposed Program

> *Operator:* School District

> ### PROPOSED PROGRAM INFORMATION
>> *Type:* ClassandPosition
>> *Implementation Date:* August 22, 2016
>> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

### PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Itinerant** | Learning Support | 14 to 18 | 15 | 0.6 |
| **Justification: Waivers on file** | | | | |
| **Locations:** | | | | |
| **Slippery Rock High School Busi** | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Supplemental (Less Than 80% but More Than 20%)** | Learning Support | 14 to 18 | 5 | 0.4 |
| **Justification: Waivers on file** | | | | |
| **Locations:** | | | | |
| **Slippery Rock High School Busi** | A Senior High School Building | A building in which General Education programs are operated | | |

## Program Position #9 - Proposed Program

> *Operator:* School District

> ### PROPOSED PROGRAM INFORMATION
>> *Type:* Position
>> *Implementation Date:* August 22, 2016

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 15 to 18 | 15 | 0.5 |
| **Justification: Waivers on file** | | | | |
| **Locations:** | | | | |
| **Slippery Rock High School Kelly** | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Supplemental (Less Than 80% but More Than 20%)** | Learning Support | 16 to 18 | 6 | 0.5 |
| **Locations:** | | | | |
| **Slippery Rock High School** | A Senior High School Building | A building in which General Education programs are operated | | |

**Program Position #1**

*Operator:* Intermediate Unit

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Deaf and Hearing Impaired Support | 7 to 15 | 8 | 0.75 |
| **Justification: Waivers on file** | | | | |
| **Locations:** | | | | |
| **Slippery Rock Area School District** | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #2**

*Operator:* Intermediate Unit

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Blind or Visually Impaired Support | 5 to 19 | 3 | 0.1 |
| **Justification: Waivers on file** | | | | |
| **Locations:** | | | | |
| **Slippery Rock Area School District** | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

**Program Position #8 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* August 3, 2015

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 15 to 18 | 10 | 0.5 |
| **Locations:** | | | | |
| **Slippery Rock High School Morrow** | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Supplemental (Less Than 80% but More Than 20%)** | Learning Support | 15 to 18 | 6 | 0.5 |
| **Locations:** | | | | |
| **Slippery Rock High School** | A Senior High School Building | A building in which General Education programs are operated | | |

**Program Position #7 - Proposed Program**
　　　　　*Operator:* School District
　　　　　　**PROPOSED PROGRAM INFORMATION**
　　　　　　　*Type:* Class
　　　　　　　*Implementation Date:* August 1, 2018
　　　　　　**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Itinerant** | Learning Support | 5 to 8 | 4 | 0.4 |
| **Locations:** | | | | |
| **Moraine Elementary Schoeffel** | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Supplemental (Less Than 80% but More Than 20%)** | Learning Support | 5 to 8 | 12 | 0.6 |
| **Locations:** | | | | |
| **Moraine Elementary Schoeffel** | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #6 - Proposed Program**
　　　　　*Operator:* School District
　　　　　　**PROPOSED PROGRAM INFORMATION**
　　　　　　　*Type:* Class
　　　　　　　*Implementation Date:* August 1, 2018
　　　　　　**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Itinerant** | Autistic Support | 7 to 10 | 4 | 0.35 |
| **Locations:** | | | | |
| **Moraine Elementary Papley** | 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 10 | 5 | 0.65 |
| **Locations:** | | | | |
| **Moraine Elementary Papley** | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #5 - Proposed Program**
　　　　　*Operator:* School District
　　　　　　**PROPOSED PROGRAM INFORMATION**
　　　　　　　*Type:* Class
　　　　　　　*Implementation Date:* August 1, 2018

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Itinerant** | Emotional Support | 6 to 9 | 6 | 0.5 |
| **Locations:** | | | | |
| **Moraine Elementary Cessar** | 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%)** | Emotional Support | 8 to 10 | 2 | 0.5 |
| **Locations:** | | | | |
| **Moraine Elementary  Cessar** | An Elementary School Building | A building in which General Education programs are operated | | |

## Program Position #4 - Proposed Program
*Operator:* School District
### PROPOSED PROGRAM INFORMATION
*Type:* ClassandPosition
*Implementation Date:* August 14, 2017
### PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Itinerant** | Learning Support | 8 to 10 | 5 | 0.25 |
| **Locations:** | | | | |
| **Slippery Rock Area Elementary Miller** | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Supplemental (Less Than 80% but More Than 20%)** | Learning Support | 8 to 10 | 12 | 0.75 |
| **Locations:** | | | | |
| **Slippery Rock Area Elementary Miller** | An Elementary School Building | A building in which General Education programs are operated | | |

## Program Position #3 - Proposed Program
*Operator:* School District
### PROPOSED PROGRAM INFORMATION
*Type:* ClassandPosition
*Implementation Date:* August 21, 2017
### PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Itinerant** | Learning Support | 8 to 10 | 3 | 0.5 |
| **Locations:** | | | | |
| **Moraine Elementary Parker** | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Supplemental (Less Than 80% but More Than 20%)** | Learning Support | 8 to 10 | 7 | 0.5 |
| **Locations:** | | | | |
| **Moraine Elementary Parker** | An Elementary School Building | A building in which General Education programs are operated | | |

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

**Program Position #27 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* July 1, 2018

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| **Supplemental (Less Than 80% but More Than 20%)** | Life Skills Support | 5 to 12 | 6 | 0.5 |
| **Justification: This classroom will provide Life Skills Support for students in grades K-5 and the age and grade span of students for this classroom will exceed typical range due to limited number of student requiring this type of support.  Instructional groups will be done according to student need and performance for small group instruction.  Students will have opportunities to participate with same aged peers as appropriate.** | | | | |
| **Locations:** | | | | |
| **Moraine Elementary** | 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** | Life Skills Support | 5 to 7 | 4 | 0.5 |
| **Locations:** | | | | |
| **Moraine Elementary** | An Elementary School Building | A building in which General Education programs are operated | | |

## Special Education Support Services

| Support Service | Location | Teacher FTE |
|---|---|---|
| **School Psychologist** | District-wide | 1 |
| **Director of Special Education** | District-wide | 1 |
| **Special Education Paraprofessionals** | Slippery Rock High School | 9 |
| **Special Education Paraprofessionals** | Slippery Rock Area Elementary School | 7 |
| **Special Education Paraprofessionals** | Moraine Elementary School | 10 |
| **Special Education Paraprofessionals** | Slippery Rock Area Middle School | 3 |
| **Special Education Secretary** | District-wide | 1 |
| **Transition Coordinator** | Slippery Rock Area High School | 1 |

## Special Education Contracted Services

| Special Education Contracted Services | Operator | Amt of Time per Week |
|---|---|---|
| **Physical Therapy** | Intermediate Unit | 1.25 Hours |
| **Occupational Therapy** | Intermediate Unit | 21 Hours |

| Audiological Services | Intermediate Unit | 15 Minutes |
|---|---|---|
| Assistive Technology | Intermediate Unit | 15 Minutes |
| Dysphagia | Intermediate Unit | 5 Minutes |

# Needs Assessment

## Record School Patterns

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

What other information do you still need to assess?

**Answer:**
This question has not been answered.

## District Accomplishments

### Accomplishment #1:
The District offers 11 Advanced Placement (AP) courses and was placed on the College Board's AP Honor Roll in 2017.

### Accomplishment #2:
The Slippery Rock Area School District is committed to implementing College and Career Readiness opportunities for all students. The following national assessments are provided to the students. All 9th graders take the 8/9 PSAT's; all 10th graders take the PSAT's; all 11th grade students take the ASVAB test. Participation in the College Board assessments provides all students with exposure to college entry exams and scholarship opportunities.

### Accomplishment #3:
In February of 2018, the District K-12 Comprehensive Guidance 339 Plan was School Board Approved. The plan highlighted a K -12 aligned curriculum along with action plans.

### Accomplishment #4:
The District has developed and uses the Multi-tiered System of Support for the RTII Literacy Framework and Behavioral Framework in the Elementary School. Each grade level has at least 30 minutes of MTSS daily.

### Accomplishment #5:
The Slippery Rock Area School District Education Foundation was established during the 2016-2017 school year. The Foundation is made up of various factions of the school community. The Foundation

has already awarded several thousand dollars in mini-grants to staff members in the School District. The emphasis of the Foundation is on technology, robotics and maker spaces.

### Accomplishment #6:

The School District has implemented a District wide Wellness Committee that has branched off to building level wellness committees.   The focus of the District wide committee is the Whole School, Whole Community, Whole Child model. The building level committee's alignment to the District focus has brought about changes in student and staff wellness activities throughout the District.

### Accomplishment #7:

Our close proximity to Slippery Rock University has enabled us to foster many meaningful partnerships with a world class state system university.   Some examples include: professional development activities for staff, guest panelists from the School District, who serve the University; grant partnerships and unique workshops for students.

### Accomplishment #8:

The Slippery Rock Area School District is honored to have among our staff a Pennsylvania Milken Educator of the Year award winner.   This distinction has opened up opportunities for this particular educator as well as her peers in the School District.

### Accomplishment #9:

The Community Innovation Zone Grant (CIZ), transitioning to Communities Connecting Children, has allowed us to develop a partnership with area preschools and daycares that was not in existence prior to 2015.   Some ways in which our students have benefited from this collaboration includes:   four transition activities throughout the year, summer camps and the participation in the KEI (Kindergarten Entrance Inventory).

### Accomplishment #10:

Slippery Rock High School was recognized as a Blue Ribbon School in 2015 for Exemplary Achievement Gap Closing Schools.   In addition in 2017, the High School was reported by U.S. News and World Report as Americas Best High Schools.

## District Concerns

### Concern #1:

There is a need to continue the work on the District Crisis Plan.   We look to enhance the monitoring process and improve upon safety drills, procedures, and routines necessary to provide a safe learning environment for students and staff.

### Concern #2:

There is a need to continue the alignment of curriculum with rigorous common assessments.

**Concern #3:**

There is a need to integrate data decision making into instruction in all buildings and in all classrooms.

**Concern #4:**

There is a need to improve the academic performance of all students, including subgroups as measured by the PSSA and the Keystone exams.

**Concern #5:**

There is a need to improve the K-12 technology curriculum and integration.

**Concern #6:**

There is a need to evaluate and improve upon the rigor and relevance of the District's Induction and Professional Development opportunities.

## Prioritized Systemic Challenges

**Systemic Challenge #1** *(Guiding Question #2)* Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Aligned Concerns:**

There is a need to evaluate and improve upon the rigor and relevance of the District's Induction and Professional Development opportunities.

There is a need to improve the K-12 technology curriculum and integration.

There is a need to improve the academic performance of all students, including subgroups as measured by the PSSA and the Keystone exams.

There is a need to continue the alignment of curriculum with rigorous common assessments.

There is a need to integrate data decision making into instruction in all buildings and in all classrooms.

**Systemic Challenge #2** *(Guiding Question #3)* Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

> **Aligned Concerns:**

>> There is a need to evaluate and improve upon the rigor and relevance of the District's Induction and Professional Development opportunities.

>> There is a need to improve the K-12 technology curriculum and integration.

>> There is a need to improve the academic performance of all students, including subgroups as measured by the PSSA and the Keystone exams.

>> There is a need to continue the alignment of curriculum with rigorous common assessments.

>> There is a need to integrate data decision making into instruction in all buildings and in all classrooms.

**Systemic Challenge #3** *(Guiding Question #4)* Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

> **Aligned Concerns:**

>> There is a need to evaluate and improve upon the rigor and relevance of the District's Induction and Professional Development opportunities.

>> There is a need to improve the K-12 technology curriculum and integration.

>> There is a need to improve the academic performance of all students, including subgroups as measured by the PSSA and the Keystone exams.

>> There is a need to continue the alignment of curriculum with rigorous common assessments.

There is a need to integrate data decision making into instruction in all buildings and in all classrooms.

**Systemic Challenge #4** *(Guiding Question #1)* Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

    **Aligned Concerns:**

There is a need to improve the K-12 technology curriculum and integration.

There is a need to improve the academic performance of all students, including subgroups as measured by the PSSA and the Keystone exams.

There is a need to continue the alignment of curriculum with rigorous common assessments.

There is a need to integrate data decision making into instruction in all buildings and in all classrooms.

**Systemic Challenge #5** *(Guiding Question #7)* Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

    **Aligned Concerns:**

There is a need to improve the academic performance of all students, including subgroups as measured by the PSSA and the Keystone exams.

**Systemic Challenge #6** *(Guiding Question #6)* Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

# District Level Plan

## Action Plans

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

### Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

### Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum alignment

Specific Targets: The District will continue with the curricular alignment of unit plans for all curriculum K -12 with an emphasis on rigorous assessments with additional content embedding and implementing common assessments. In addition, the staff will be encouraged to note at least one career education and work standards into their curriculum.

### *Strategies:*

### *Common Assessment within Grade/Subject*

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

Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: http://effectivestrategies.wiki.caiu.org/Assessment

**SAS Alignment:** Assessment, Instruction

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

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

**SAS Alignment:** Assessment, Instruction

## Curriculum Mapping

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

**SAS Alignment:** Curriculum Framework

## Differentiating Instruction

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf )

**SAS Alignment:** Instruction

## Common Assessments - Teacher Moderation

**Description:**

Sources cite research that supports the positive relationship of counseling to student achievement and other student factors. (Sources: Teacher Moderation: Collaborative Assessment of Student Work)

**SAS Alignment:** Assessment

## Pennsylvania Career Education and Work Standards Toolkit

**Description:**

This electronic toolkit provides resources, references, crosswalks and other tools to assist elementary, middle and high schools teachers and administrators in implementing the Pennsylvania (PA) Career Education and Work Standards. The Career Education and Work Standards, Chapter 4 of Title 22, are part of the State Board of Education's regulations of required education for all students in Pennsylvania. (Sources: PA Career Standards)

**SAS Alignment:** Materials & Resources

## SAS: Curriculum

**Description:**

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program - The Glossary of Education Reform. SAS: Curriculum offers various resources for educators to use when building and mapping curriculum. (Sources: SAS: Curriculum)

**SAS Alignment:** Curriculum Framework

## SAS:  Assessments

**Description:**

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students - The Glossary of Education Reform. SAS: Assessments offer resources to help educators with assessing students. (Sources: SAS: Assessments)

**SAS Alignment:** Assessment

### *Implementation Steps:*

### *Implementation of standards aligned curricula*

**Description:**

The implementation steps that will provide evidence that the implementation of standard aligned curricula will involve the following: development of a time line for implementation to achieve a Standards Aligned Curriculum with reviewed and revised rigorous assessments, including common assessments; monitoring the steps for implementation on an ongoing basis; curriculum review where all courses have a documented curriculum aligned to the PA Core Standards and continue to provide professional development on curriculum mapping, common assessments and career readiness standards to the staff.

**Start Date:** 7/1/2018    **End Date:** 6/29/2021

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Educational Technology

**Supported Strategies:**

- Common Assessment within Grade/Subject

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

- Curriculum Mapping

- Differentiating Instruction

- Common Assessments - Teacher Moderation

- Pennsylvania Career Education and Work Standards Toolkit

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

**Related Challenges:**

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

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Teacher Effectiveness Model; Student performance on state and local assessments

Specific Targets: Identify the needs of all students to ensuring a year's growth in PVAAS correlated tests and content areas.

Type: Annual

Data Source: An increase in achievement scores on local benchmark assessments.

Specific Targets: The District will see an increase in student achievement scores on local benchmark assessments to impact classroom instruction.

## *Strategies:*

### *Common Assessment within Grade/Subject*

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Mod

[eration.pdf](#) and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: [http://effectivestrategies.wiki.caiu.org/Assessment](http://effectivestrategies.wiki.caiu.org/Assessment)

**SAS Alignment:** Assessment, Instruction

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

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

**SAS Alignment:** Assessment, Instruction

## Differentiating Instruction

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, [http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ; Learning Styles, [http://en.wikipedia.org/wiki/Learning_styles#cite_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33) ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, [http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf) Differentiated Instruction Reexamined, [http://www.hepg.org/hel/article/499](http://www.hepg.org/hel/article/499); Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, [http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf](http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf) )

**SAS Alignment:** Instruction

## SAS: Assessments

**Description:**

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students - The Glossary of Education Reform. SAS: Assessments offer resources to help educators with assessing students. (Sources: [SAS: Assessments](#))

**SAS Alignment:** Assessment

## Instructional Coaching: The Principles of Partnership

**Description:** Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: http://instructionalcoach.org/about/about-coaching Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development)

**SAS Alignment:** Instruction

## *Instructional (Distributed) Leadership Capacity Building*

**Description:** Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and http://www.pakeys.org/docs/SL%20PP%201.pdf )

**SAS Alignment:** Safe and Supportive Schools

## *Implementation Steps:*

## *Effective instructional strategies*

**Description:**

The implementation steps that will provide evidence that the District is working towards effective instructional strategies are being utilized within the classroom will involve the following:  weekly lesson plan review by the building administrators;  consistent and meaningful administrative walkthroughs with follow-up; administrators providing the opportunity for staff to integrate peer observations into professional development activities; ensuring the administrators are following best practices in relation to the Act 82 -Teacher Effectiveness Model evaluation of teachers to provide meaningful feedback on instructional strategies; professional development provided to the staff on best practices and effective instructional strategies and ensuring that all decisions on instructional strategies are based on data informed decision making.

**Start Date:** 7/1/2018      **End Date:** 6/29/2021

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Educational Technology

**Supported Strategies:**

- Common Assessment within Grade/Subject

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

- Instructional Coaching: The Principles of Partnership

- Differentiating Instruction

- Instructional (Distributed) Leadership Capacity Building

**Goal #3**: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

### Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

### Indicators of Effectiveness:

Type: Interim

Data Source: Differentiated classroom instruction, Student Assistance Program, Child Study referrals; and Multi-tiered System of Support (MTSS).

Specific Targets:  Data/documentation collection and review of student referrals to insure students

are supported and monitored through SAP and Child Study.  This data will include academic, social, emotional and behavioral.  In addition, MTSS groups in Grades k-5 will be fluid and skilled based.

### Strategies:

### Common Assessment within Grade/Subject

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

**SAS Alignment:** Assessment, Instruction

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

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

**SAS Alignment:** Assessment, Instruction

### Differentiating Instruction

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf )

**SAS Alignment:** Instruction

### SAS: Curriculum

**Description:**

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program - The Glossary of Education Reform. SAS: Curriculum offers various resources for educators to use when building and mapping curriculum. (Sources: SAS: Curriculum)

**SAS Alignment:** Curriculum Framework

## *Response to Instruction and Intervention (RtII)*

**Description:**

The Pennsylvania Department of Education strongly endorses the RtII model as the assessment and instructional framework to organize and implement Pennsylvania's Standards Aligned System (SAS) to improve student achievement. RtII in PA is not viewed as a stand-alone strategy, product or program; rather it is a part of the state's comprehensive system of continuous school improvement and provides a structure for schools to arrange and implement standards aligned instruction, core strategies, and interventions in the building to meet the academic and relational support needs of all students. (Sources: Response to Instruction and Intervention RtII)

**SAS Alignment:** Assessment, Instruction

## *Multi-Tiered Systems of Support (MTSS-RtII)*

**Description:**

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Sources: Multi-Tiered Systems of Support (MTSS))

**SAS Alignment:** Instruction

## *PaTTAN Behavior Resources for Educators*

**Description:**

The Behavior Resources for Educators tool is a compilation of the many behavior-related videos, articles, and publications found on the PaTTAN website. The tool is designed to provide educators with quick access to effective resources that are aligned to The Framework for Teaching, with explicit connections to Domain 2: Classroom Environment. (Sources: [(PDE) Behavior Resources for Educators](#) , [PaTTAN Behavior Resources for Educators](#))

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

## *Implementation Steps:*

### *Implementation of standards aligned curricula*

**Description:**

The implementation steps that will provide evidence that the implementation of standard aligned curricula will involve the following: development of a time line for implementation to achieve a Standards Aligned Curriculum with reviewed and revised rigorous assessments, including common assessments; monitoring the steps for implementation on an ongoing basis; curriculum review where all courses have a documented curriculum aligned to the PA Core Standards and continue to provide professional development on curriculum mapping, common assessments and career readiness standards to the staff.

**Start Date:** 7/1/2018     **End Date:** 6/29/2021

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Educational Technology

**Supported Strategies:**

- Common Assessment within Grade/Subject

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

- Differentiating Instruction

### *Professional development*

**Description:**

The following steps will indicate the implementation steps have been implemented: a survey monkey Act 48 survey will be provided each year to the

staff for their feedback on their needs for professional development;  the Professional Development Committee will meet annually to review the staff survey results;  the gathering of feedback, development of a time line and "Next Steps" that include a multi-year professional development schedule that supports the implementation of the District's goals and continue the tracking of professional development activities completed by professional groups of staff.

**Start Date:** 7/1/2018      **End Date:** 6/29/2021

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Educational Technology

**Supported Strategies:**

- Common Assessment within Grade/Subject

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

- Differentiating Instruction

## *Effective instructional strategies*

**Description:**

The implementation steps that will provide evidence that the District is working towards effective instructional strategies are being utilized within the classroom will involve the following:  weekly lesson plan review by the building administrators;  consistent and meaningful administrative walkthroughs with follow-up; administrators providing the opportunity for staff to integrate peer observations into professional development activities; ensuring the administrators are following best practices in relation to the Act 82 -Teacher Effectiveness Model evaluation of teachers to provide meaningful feedback on instructional strategies; professional development provided to the staff on best practices and effective instructional strategies and ensuring that all decisions on instructional strategies are based on data informed decision making.

**Start Date:** 7/1/2018      **End Date:** 6/29/2021

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Educational Technology

**Supported Strategies:**

- Common Assessment within Grade/Subject

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

- Differentiating Instruction

# 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.<br><br>Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. | Strategy #1: Common Assessment within Grade/Subject<br><br>Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing<br><br>Strategy #3: Curriculum Mapping<br><br>Strategy #4: Differentiating Instruction<br><br>Strategy #5: Common Assessments - Teacher Moderation<br><br>Strategy #6: Pennsylvania Career Education and Work Standards Toolkit |
|---|---|---|

| Start | End | Title | Description |
|---|---|---|---|
| 7/1/2018 | 6/29/2021 | Implementation of standards aligned curricula | The implementation steps that will provide evidence that the implementation of standard aligned curricula will involve the following: development of a time line for implementation to achieve a Standards Aligned Curriculum with reviewed and revised rigorous assessments, including common assessments; monitoring the steps for implementation on an ongoing basis; curriculum review where all courses have a documented curriculum aligned to the PA Core Standards and continue to provide professional development on curriculum mapping, common assessments and career readiness standards to the staff. |

| Person Responsible | SH | S | EP | Provider | Type | App. |
|---|---|---|---|---|---|---|
| Assistant Superintendent | 6.0 | 9 | 140 | Slippery Rock Area School District Administrative Team | School Entity | No |

| | |
|---|---|
| **Knowledge** | The teachers will align their curriculum to the PA Core Standards and PA Academic Standards across all disciplines and all grades. During this process, the teachers will gain knowledge in the PA Core Standards and their lessons will be reflective in the rigor inherited of the new standards. |
| **Supportive Research** | Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping: http://en.wikipedia.org/wiki/Curriculum_mapping |

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

| | |
|---|---|
| **Training Format** | School  Whole Group Presentation |

Professional Learning Communities

| | | | |
|---|---|---|---|
| **Participant Roles** | Dir | Classroom teachers<br>Principals / Asst. Principals<br>Supt / Ast Supts / CEO / Ex<br><br>School counselors<br>New Staff<br>Other educational specialists<br>Related Service Personnel | **Grade Levels** | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12) |
| **Follow-up Activities** | | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers<br>Analysis of student work, with administrator and/or peers<br>Creating lessons to meet varied student learning styles<br>Joint planning period activities | **Evaluation Methods** | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.<br>Student PSSA data<br>Standardized student assessment data other than the PSSA<br>Classroom student assessment data<br>Review of participant lesson plans<br>Review of written reports summarizing instructional activity<br>Keystone data |

| **LEA Goals Addressed:** | **Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in** | **Strategy #1: Common Assessment within Grade/Subject**<br>**Strategy #2: Data Analysis Procedures, Data-** |
|---|---|---|

| | |
|---|---|
| each school.<br>**Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.** | **Informed Instruction, Data Teams & Data Warehousing**<br>**Strategy #3: Instructional Coaching: The Principles of Partnership**<br>**Strategy #4: Differentiating Instruction**<br>**Strategy #5: Instructional (Distributed) Leadership Capacity Building** |

| Start | End | Title | Description |
|---|---|---|---|
| 7/1/2018 | 6/29/2021 | Effective instructional strategies | The implementation steps that will provide evidence that the District is working towards effective instructional strategies are being utilized within the classroom will involve the following:  weekly lesson plan review by the building administrators;  consistent and meaningful administrative walkthroughs with follow-up; administrators providing the opportunity for staff to integrate peer observations into professional development activities; ensuring the administrators are following best practices in relation to the Act 82 -Teacher Effectiveness Model evaluation of teachers to provide meaningful feedback on instructional strategies; professional development provided to the staff on best practices and effective instructional strategies and ensuring that all decisions on instructional strategies are based on data informed decision making. |

| Person Responsible | SH | S | EP | Provider | Type | App. |
|---|---|---|---|---|---|---|
| Building Principals | 2.0 | 3 | 140 | Slippery Rock Area School District Administrative Team | School Entity | Yes |

| | |
|---|---|
| **Knowledge** | The teachers and administrators will work collaboratively to engage in the supervision process resulting in a shared analysis with a focus on component strengths and areas for growth.  Professional practices as defined by the Educator Effectiveness Model will be reviewed, shared and monitored within the District. The teachers will also gain information on best practices of instructional strategies including differentiated supervision.  The instruction will be based upon meeting the needs of the students.  Teachers will implement research based |

instructional strategies based on the analysis of student achievement data.

| | |
|---|---|
| **Supportive Research** | Differentiated Instruction, data analysis, common assessments and Instructional coaching research as noted by PDE |

**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.<br><br>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.<br><br>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. |
| For school and district administrators, and other educators seeking leadership roles: | Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.<br><br>Provides leaders with the ability to access and use appropriate data to inform decision-making.<br><br>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.<br><br>Instructs the leader in managing resources for effective results. |
| **Training Format** | LEA Whole Group Presentation<br>Department Focused Presentation<br>Professional Learning Communities |

| **Participant Roles** | Classroom teachers<br>Principals / Asst. Principals<br>Supt / Ast Supts / CEO / Ex Dir | **Grade Levels** | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8) |
|---|---|---|---|

School counselors
New Staff
Other educational specialists
Related Service Personnel

High (grades 9-12)

**Follow-up Activities**

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Analysis of student work, with administrator and/or peers
Creating lessons to meet varied student learning styles
Peer-to-peer lesson discussion
Lesson modeling with mentoring
Joint planning period activities
Journaling and reflecting

**Evaluation Methods**

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Student PSSA data
Standardized student assessment data other than the PSSA
Classroom student assessment data
Review of participant lesson plans
Review of written reports summarizing instructional activity

| **LEA Goals Addressed:** | Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students. Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student | Strategy #1: Common Assessment within Grade/Subject Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #3: Differentiating Instruction |

| | | | |
|---|---|---|---|
| **needs and includes procedures for monitoring effectiveness.** | | | |

| Start | End | Title | Description |
|---|---|---|---|
| 7/1/2018 | 6/29/2021 | Implementation of standards aligned curricula | The implementation steps that will provide evidence that the implementation of standard aligned curricula will involve the following: development of a time line for implementation to achieve a Standards Aligned Curriculum with reviewed and revised rigorous assessments, including common assessments; monitoring the steps for implementation on an ongoing basis; curriculum review where all courses have a documented curriculum aligned to the PA Core Standards and continue to provide professional development on curriculum mapping, common assessments and career readiness standards to the staff. |

| Person Responsible | SH | S | EP | Provider | Type | App. |
|---|---|---|---|---|---|---|
| Assistant Superintendent | 6.0 | 9 | 140 | Slippery Rock Area School District Administrative Team | School Entity | No |

| | |
|---|---|
| **Knowledge** | The teachers will align their curriculum to the PA Core Standards and PA Academic Standards across all disciplines and all grades. During this process, the teachers will gain knowledge in the PA Core Standards and their lessons will be reflective in the rigor inherited of the new standards. |
| **Supportive Research** | Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping: http://en.wikipedia.org/wiki/Curriculum_mapping |

**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.

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

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

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

Instructs the leader in managing resources for effective results.

| **Training Format** | School Whole Group Presentation Professional Learning Communities | | |
|---|---|---|---|
| **Participant Roles** | Classroom teachers<br>Principals / Asst. Principals<br>Supt / Ast Supts / CEO / Ex Dir<br><br>School counselors<br>New Staff<br>Other educational specialists<br>Related Service Personnel | **Grade Levels** | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12) |
| **Follow-up Activities** | Team development and sharing of content-area lesson implementation outcomes, with | **Evaluation Methods** | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and |

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involvement of administrator and/or peers

      Analysis of student work, with administrator and/or peers

      Creating lessons to meet varied student learning styles

      Joint planning period activities

</div>
<div style="width: 50%;">

standards, classroom environment, instructional delivery and professionalism.

      Student PSSA data

      Standardized student assessment data other than the PSSA

      Classroom student assessment data

      Review of participant lesson plans

      Review of written reports summarizing instructional activity

      Keystone data

</div>
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| LEA Goals Addressed: | Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. | Strategy #1: Common Assessment within Grade/Subject<br>Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing<br>Strategy #3: Differentiating Instruction |
|---|---|---|

| Start | End | Title | Description |
|---|---|---|---|
| 7/1/2018 | 6/29/2021 | Professional development | The following steps will indicate the implementation steps have been implemented: a survey monkey Act 48 survey will be provided each year to the staff for their feedback on their needs for professional development;  the Professional Development Committee will meet annually to review the staff survey results;  the gathering of feedback, development of  a time line and "Next Steps" that include a multi-year professional development schedule that supports the implementation of the District's goals and continue the tracking of professional development activities completed by professional groups of staff. |

| | Person Responsible | SH | S | EP | Provider | | Type | App. |
|---|---|---|---|---|---|---|---|---|

| Assistant Superintendent | 3.0 | 5 | 140 | Slippery Rock Area School District Administrative Team, IU #4, PaTTAN, SRU Guest Instructors | School Entity | No |
|---|---|---|---|---|---|---|

**Knowledge**

1. Best practices

2. PDE initiatives

**Supportive Research**   The staff will be provided best practices in relationship to the professional development topics presented.

**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.

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

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

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

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

      Instructs the leader in managing resources for effective results.

**Training Format**

LEA Whole Group Presentation
Series of Workshops
School  Whole Group Presentation

| | | | |
|---|---|---|---|
| | Live Webinar<br>Online-Synchronous<br>Professional Learning Communities | | |
| **Participant Roles** | Classroom teachers<br>Principals / Asst. Principals<br>Supt / Ast Supts / CEO / Ex<br>Dir<br><br>School counselors<br>Paraprofessional<br>New Staff<br>Other educational specialists<br>Related Service Personnel | **Grade Levels** | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12) |
| **Follow-up Activities** | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers<br>Analysis of student work, with administrator and/or peers<br>Creating lessons to meet varied student learning styles<br>Lesson modeling with mentoring | **Evaluation Methods** | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.<br>Participant survey<br>Portfolio |

| | | |
|---|---|---|
| **LEA Goals Addressed:** | Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in | **Strategy #1: Common Assessment within Grade/Subject** |

| | Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing |
|---|---|
| each school. **Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.** | **Strategy #3: Differentiating Instruction** |

| Start | End | Title | Description |
|---|---|---|---|
| 7/1/2018 | 6/29/2021 | Effective instructional strategies | The implementation steps that will provide evidence that the District is working towards effective instructional strategies are being utilized within the classroom will involve the following: weekly lesson plan review by the building administrators; consistent and meaningful administrative walkthroughs with follow-up; administrators providing the opportunity for staff to integrate peer observations into professional development activities; ensuring the administrators are following best practices in relation to the Act 82 -Teacher Effectiveness Model evaluation of teachers to provide meaningful feedback on instructional strategies; professional development provided to the staff on best practices and effective instructional strategies and ensuring that all decisions on instructional strategies are based on data informed decision making. |

| Person Responsible | SH | S | EP | Provider | Type | App. |
|---|---|---|---|---|---|---|
| Building Principals | 2.0 | 3 | 140 | Slippery Rock Area School District Administrative Team | School Entity | Yes |

| Knowledge | The teachers and administrators will work collaboratively to engage in the supervision process resulting in a shared analysis with a focus on component strengths and areas for growth. Professional practices as defined by the Educator Effectiveness Model will be reviewed, shared and monitored within the District. The teachers will also gain information on best practices of instructional strategies including differentiated supervision. The instruction will be based upon meeting the needs of the students. Teachers will implement research based instructional strategies based on the analysis of student achievement data. |
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| **Supportive Research** | Differentiated Instruction, data analysis, common assessments and Instructional coaching research as noted by PDE |

**Designed to Accomplish**

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| For classroom teachers, school counselors and education specialists: | Enhances the educator's content knowledge in the area of the educator's certification or assignment.<br><br>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.<br><br>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. |
| For school and district administrators, and other educators seeking leadership roles: | Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.<br><br>Provides leaders with the ability to access and use appropriate data to inform decision-making.<br><br>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.<br><br>Instructs the leader in managing resources for effective results. |
| **Training Format** | LEA Whole Group Presentation<br>Department Focused Presentation<br>Professional Learning Communities |

| **Participant Roles** | Classroom teachers<br>Principals / Asst. Principals<br>Supt / Ast Supts / CEO / Ex Dir<br><br>School counselors | **Grade Levels** | Elementary - Primary (preK - grade 1)<br>Elementary - Intermediate (grades 2-5)<br>Middle (grades 6-8)<br>High (grades 9-12) |
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| **Follow-up Activities** | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers<br><br>Analysis of student work, with administrator and/or peers<br><br>Creating lessons to meet varied student learning styles<br><br>Peer-to-peer lesson discussion<br><br>Lesson modeling with mentoring<br><br>Joint planning period activities<br><br>Journaling and reflecting | **Evaluation Methods** | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.<br><br>Student PSSA data<br><br>Standardized student assessment data other than the PSSA<br><br>Classroom student assessment data<br><br>Review of participant lesson plans<br><br>Review of written reports summarizing instructional activity |

New Staff
Other educational specialists
Related Service Personnel

# District Level Affirmations

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

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

*No signature has been provided*

*Board President*

*No signature has been provided*

*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).

*No signature has been provided*

*Board President*

*No signature has been provided*

*Superintendent/Chief Executive Officer*