Athens Area SD

District Level Plan

07/01/2021 - 06/30/2024

District Profile

Demographics

100 Canal Street
Athens, PA 18810-
570-888-7766
Superintendent: Craig Stage
Director of Special Education: Erick Cummings

Planning Process

Athens Area School District began the comprehensive planning process in May of 2013 upon the board appointment of community, parent and business committee members. The committee discussed the Comprehensive Planning process, reviewed the eStrategic mission, vision, and shared values. The former mission, vision, and belief statements served as a spring board for brainstorming new mission, vision and belief statements. Subcommittees for the curriculum and special education and technology planning were formed and groups. Any follow up meetings and correspondance will be sent from the Superintendent's Office and a final version will be complete on Sept. 30, 2013 for the public and board to review. The plan will be placed on the November 11, 2013 board meeting agenda for final approval then sent to PDE for approval.

The core administrative committee, composed of the plan authors, Diane Place, Cindy Davis, Jane Montague, and Craig Stage. Planning meetings were held as needed in order to meet a November 2013 deadline for submission.

The public was notified through use of district update and the newspapers. Committee members were notified through mailings and email.

Our timeline for completion was as follows:
_____
Sept. 30, 2013   Document ready for 30 day public preview.
November 12, 2013   Present to the school board for board approval.
Submit to PDE November 2014

August 2016 - October 2016 Revisions made to the document

October 2016 Document posted for public review

November 2016 Document presented to the school board for board approval

November 2016 Document submitted to PDE for approval

2017 Revisions made to the document

October 2017 Document posted for public review

November 2017 Document presented to the school board for approval

November 2017 Document submitted to PDE for approval

Mission Statement

The mission of the Athens Area School District, in collaboration with family and community, is to provide educational excellence by preparing students with the skills necessary to become life-long learners and responsible members of society.

Vision Statement

Building foundations for future success!

Shared Values

In order to enhance the district's mission statement and secure a broad base of school-community support for teaching and learning, shared values of the district are identified as a result of a consensus building process involving school board, staff, parents, and community. The shared values of the district are:

We believe that at our Ideal best....

All students attend a school in which they feel safe, welcomed, and known by name.

All students achieve at the maximum potential based on a value-added system aligned closely with core standards.

All students can learn and demonstrate understanding of our character traits in order to be positive, contributing members of their school community.

To get there....

All faculty, administration, and staff embrace the ideal that all children are deserving of respect acknowledgement in a setting we will make safe and secure.

All faculty teach in a standards-based environment which focuses on individual student progress and a commitment to the highest of rigor and standards.

All employees welcome parents and community members into their schools and classrooms and seek to be welcomed into their respective communities.

Educational Community

The Athens Area School District is located in the Appalachian Highlands, a picturesque region in Bradford County known as the Endless Mountains of Northern Pennsylvania. Originally named Teaogo, "the meeting of waters," by Native Americans, Athens is a peninsula located between the Chemung and Susquehanna Rivers approximately fifteen miles southeast of Elmira, New York and thirty-five miles southwest of Binghamton, New York. The Athens Area School District covers nearly 180 square miles serving a resident population of over 15,000 people. The Athens Area School District encompasses the borough of Athens and the townships of Athens, Sheshequin, Smithfield, Ridgebury, and Ulster. All are located in north central Bradford County.

Farming plays an important role in the area's economy. Bradford County ranks third in milk production in Pennsylvania and leads the nation in veal production. This is a primary reason why the high school options include a strong vocational-agriculture program. Major industries in the region include the Guthrie Clinic, Guthrie Healthcare System, Guthrie Research Foundation, Osram Sylvania, Mills Pride Inc., Craftmaster Manufacturing Inc., Wal-Mart, E.I. DuPont DeNemours Inc, and the gas industry.

The Athens Area School District consists of two elementary schools serving grades kindergarten through five, a middle school serving grades six through eight, and a high school serving grades nine through twelve. All of the facilities in the school district have been renovated and/or expanded within the past ten years. The staff and students of the district enjoy upgraded, bright, and safe facilities which offer the most recent educational and technological innovations and expanded educational opportunities, especially for a small, rural area. Eleventh and twelfth grade students are served by the Northern Tier Career Center (located in Bradford County) where over sixty of our students are trained annually in a variety of vocational skills in this half-day program.

The Athens Area School District proudly remains a public school entity, which serves children in grades kindergarten through twelve. We intend to assist in the development of each child's social, cognitive, emotional, and physical development. In doing so, we embrace the ideal that a sound education is only as good as the content that is taught and the talents of those who teach it. We also recognize that quality learning does not occur in a vacuum, but rather through the rich integration of human contact. The Athens Area School District embraces the effective use of technology in reaching and teaching children. However, in order for a complete education to occur, children must interact with other learners and be nurtured by intelligent, caring adults. Our local public education model intends to do just that. The body of this Comprehensive Plan addresses not only a will to advance the reading and mathematics achievement levels of our students, but also strives to address

the social, emotional, and physical development of our children through such initiatives as character education and health and wellness.

Planning Committee

Name	Role
Peter Henning	Administrator : Professional Education Special Education
Jamie Schuler	Administrator : Professional Education Special Education
Craig Stage	Administrator : Professional Education Special Education
John Toscano	Administrator : Professional Education
Carrie Henry	Business Representative : Professional Education Special Education
Kevin Rude	Business Representative : Professional Education
Don Black	Community Representative : Special Education
Martha Close	Community Representative : Professional Education
Mary Tracy	Community Representative : Professional Education
Christa Hicks	Ed Specialist - Other : Special Education
Neil Wheaton	Ed Specialist - Other : Special Education
Kirsten Miller	Ed Specialist - School Counselor : Professional Education
Amanda Rupert	Ed Specialist - School Nurse : Professional Education
Laura Donath	Ed Specialist - School Psychologist : Special Education
Emma Norton	Ed Specialist - School Psychologist : Special Education
Amy Reed	Ed Specialist - School Psychologist : Special Education
Terri Chapman	Elementary School Teacher - Regular Education : Professional Education
Heather Kennedy	Elementary School Teacher - Regular Education : Special Education
Stacey Wagner	Elementary School Teacher - Regular Education : Professional Education
Denise Bresser	Elementary School Teacher - Special Education :

	Professional Education Special Education
Doreen Marshall	Elementary School Teacher - Special Education : Special Education
Amy Cheresnowsky	High School Teacher - Regular Education : Professional Education Special Education
Maryellen Rhodes	High School Teacher - Regular Education : Special Education
Cheryl Stropko	High School Teacher - Regular Education : Professional Education
Laura Watkins	High School Teacher - Special Education : Special Education
Patti Ingerick	Middle School Teacher - Regular Education : Professional Education
Heather Morgan	Middle School Teacher - Regular Education : Professional Education Special Education
Amber Loomis	Middle School Teacher - Special Education : Special Education
Deb Buck	Parent : Professional Education
Renee Grimes	Parent : Professional Education
Brendon Hitchcock	Parent : Special Education
Erick Cummings	Special Education Director/Specialist : Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Career Education and Work: At the primary level AASD has integrated lessons into Social Studies, Science, ELA, and Math in our student learning maps based from the standards. Family Consumer Science: At the elementary level AASD does not have a curriculum and instruction addressing Family Consumer Science standards due to the need to focus on English language arts and mathematics; although FCS is integrated in ELA instruction. English Language Proficiency: At the elementary level we do not have a set curriculum for each tier of English proficiency, rather we design an individual learning plan and build the curriculum around the needs and educational goals of the student. With our numbers we are able to handle students on a case by case basis, building a program around the students individual needs. We have two English Language Learner teachers who make adaptions to

our AASD curriculum and build in explicit English language instruction based on formative and summative assessment results.

In regards to the "developing" status in the other standard areas, AASD is in the process of reviewing and aligning the district curriculum to meet the expectations of the PA Core Standards and the PA Academic Standards

Elementary Education-Intermediate Level

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

Career Education and Work: At the primary level AASD has integrated lessons into Social Studies, Science, ELA, and Math in our student learning maps based from the standards. Family Consumer Science: At the elementary level AASD does not have a curriculum and instruction addressing Family Consumer Science standards due to the need to focus on English language arts and mathematics although, FCS is integrated in ELA instruction.

In regards to the "developing" status in the other standard areas, AASD is continually revising curriculum throughout the year. With the Pa adoption of the PA Core Standards there is an intense effort to prioritize curricular needs and re-write with the Common Core standards driving our curriculum scope and sequence.

Middle 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
World Language	Developing	Developing

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

All content areas are developing with adoption of PA Core Standards, which requires continuous revision of curricula.

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	Developing	Developing
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	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
World Language	Developing	Developing

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

All content areas are developing with adoption of PA Core Standards, which will requires the continuous revision of curricula.

Adaptations

Elementary Education-Primary Level

Checked answers

> *None.*

Unchecked answers

> *None.*

Elementary Education-Intermediate Level

Checked answers

> *None.*

Unchecked answers

> *None.*

Middle Level

Checked answers

> *None.*

Unchecked answers

> *None.*

High School Level

Checked answers

> *None.*

Unchecked answers

> *None.*

Explanation for any standards checked:

AASD has designed various programs to assist students who are having difficulty achieving proficiency of the academic standards. These programs are a multi-leveled approach to addressing the various needs of the district student body. Students who score basic or below basic on the PSSA or Keystone Exams will have the opportunity to become proficient

through participating in our RTI interventions, summer literacy camps, Summer School, and any other programs added at AASD to meet students needs. Students who do not take the PSSA will be identified by low achieving scores on other assessments provided by the state, district, or the classroom teacher. Those students will have the opportunity to use remedial programs that meet the specific need. AASD has an RTII program in each of the elementary schools. . In addition, data teams will meet frequently to review and analyze the student achievement data derived from assessments. These data teams will identify students who score below proficiency in the academic standards or have not met a year's growth and prescribe the necessary instruction (program) needed to meet the students needs. Data will be used to inform the teaching and learning process as well as the curriculum. Each teacher will be trained in instructional strategies and differentiated instruction. This is the key to the inclusion model used in AASD.   The data teams will closely monitor the results of students not performing above basic to ensure progress and to determine if alternative strategies and opportunities for differentiated instruction need to be implemented. The building principals will monitor progress of the classroom teachers and data teams to ensure continued success. Each year building level and grade level PLCs will conduct analysis of the district data from the assessment tools to guide, inform and improve curriculum and instruction. This analysis will include a review of the data from state, district, and classroom assessments. The analysis will be an ongoing program evaluation which will lead to the development of an action plan for school improvement on an as-needed basis which is reflected by the data. Schools are and will continue to use the "Comprehensive Plan" process provided by PDE to identify strengths, needs, and develop an action plan.   School level plans may include directing more resources and professional development for the struggling schools as we attempt to reach higher level goals.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

AASD is currently in the process of developing common assessments based on the standards aligned curriculum.

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:

AASD is currently in the process of developing common assessments based on the standards aligned curriculum.

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

This narrative is empty.

Middle Level

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

AASD is currently in the process of developing common assessments based on the standards aligned curriculum.

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.	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.	Needs Improvement

Processes used to ensure Accomplishment:

Time has been provided to map and align curriculum in all content areas. AASD continues to revise curriculum, materials, and estimated instructional times. This will lead to the next step in creating common assessments. Once these components are created AASD will have reached this goal.

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

More professional development needs to be done to continue to clearly identify content, materials, activities, and estimated instructional time. Procedures for measuring mastery needs improvement as AASD defines content the next step is to work on common assessments in alignment with the standards.

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.

AASD has designed various programs to assist students who are having difficulty achieving proficiency of the academic standards. These programs are a multi-leveled approach to addressing the various needs of the district student body. Students who score basic or below basic on the PSSA or Keystone Exams will have the opportunity to become proficient through participating in our RTII interventions, after school tutoring, summer literacy camp,or summer school. Students who do not take the PSSA will be identified by low achieving scores on other assessments provided by the state, district, or the classroom teacher. Those students will have the opportunity to use remedial programs that meet the specific need. AASD has an RTII program in each of the elementary schools. . In addition, data teams will meet frequently to review and analyze the student achievement data derived from assessments. These data teams will identify students who score below

proficiency in the academic standards or have not met a year's growth and prescribe the necessary instruction (program) needed to meet the students needs. Data will be used to inform the teaching and learning process as well as the curriculum. Each teacher will be trained in instructional strategies and differentiated instruction. This is the key to the inclusion model used in AASD.   The data teams will closely monitor the results of students not performing above basic to ensure progress and to determine if alternative strategies and opportunities for differentiated instruction need to be implemented. The building principals will monitor progress of the classroom teachers and data teams to ensure continued success. Each year building level, grade level and PLC's will conduct analysis of the district data from the assessment tools to guide, inform and improve curriculum and instruction. This analysis will include a review of the data from state, district, and classroom assessments. The analysis will be an ongoing program evaluation which will lead to the development of an action plan for school improvement on an as-needed basis which is reflected by the data. Schools are and will continue to use the "Comprehensive Plan" process provided by PDE to identify strengths, needs, and develop an action plan.   School level plans may include directing more resources and professional development for the struggling schools as we attempt to reach higher level goals.

Instruction

Instructional Strategies

Checked Answers
- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

Unchecked Answers
- Peer evaluation/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.

- Annual instructional evaluations are part of the differentiated supervision plan (teacher evaluation) that is approved by PDE.

- Formal classroom observations are a part of the differentiated supervision plan utilizing Charlotte Danielson Framework for Teaching model

- Instructional coaches model and faciiliate best practices utilizing LFS

- Walkthroughs are part of the LFS framework, monitoring for achievement and focus on lesson delivery that aligns to the standards using evidence based instructional strategies

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

All strategies were selected.

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

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms

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

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

This narrative is empty.

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

This narrative is empty.

High School Level

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

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

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

This narrative is empty.

Recruitment

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

Arthens Area School District is an equal opportunity employer. Teachers and all other staff members are hired based on the education, certification, experience, and potential for long-term success within the district. As of the 2012-13 school year, the Athens Area School District had 100% highly qualified teachers and has traditionally maintained the 100% highly qualified teacher status. The following strategies have been implemented for recruitment in order to ensure that poor and minority students are not taught at higher rates than other students by inexperienced and/or unqualified teachers.The Athens Area School District is a rural school district located in north central Pennsylvania. Attracting experienced teachers to this area has proven to be difficult in the past. The district actively recruits through advertising in local and state-wide publications. Postings are also posted on the Athens Area School District website as well as the Pennsylvania Department of Education website. The district has also posted teacher vacancies in newspapers such as the Sayre Morning Times and the Elmira Star Gazette. Students that are below proficiency or at risk are assigned to highly qualified teachers. There is not an apparent correlation between student at risk being assigned to non-tenured versus tenured teachers resulting in lower performance. School wide comprehensive plans have identified strategies and supports needed to continue to meet the learning needs of all students, with a focus on students who are at risk or below proficiency.

Assessments

Local Graduation Requirements

Course Completion	SY 21/22	SY 22/23	SY 23/24
Total Courses			
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00

Science	3.00	3.00	3.00
Physical Education	1.00	1.00	1.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	9.50	9.50	9.50
Electives	14.50	14.50	14.50
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

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.

Unchecked answers

- 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.

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

Science and Technology and Engineering Education		X		X	X	
World Language		X			X	

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Keystone Exams			X	X
Unit and Chapter test	X	X	X	X
PSSA		X	X	
DIBELS	X			
PASA	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Study Island			X	X
Fountas & Pinnell	X	X		
Classroom Diagnostic Tools (CDT)		X	X	X
STAR Reading and Math		X	X	
DIBELS	X			

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Assessment Prompts	X	X	X	X
Quizzes	X	X	X	X
Pre-Tests		X	X	X
Curriculum Based Assessments	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Study Island			X	X
Classroom Diagnostic Tools		X	X	X
STAR Reading and Math				

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	X	X	X	X
Professional Learning Community Review	X	X	X	X
Instructional Coach Review	X	X	X	X
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

AASD is working towards the implementation of common assessments within content areas. Common assessments can be created through the same process that is used to develop curriculum. This process brings teachers together to collaborate in the courses/grade levels that they teach. Common assessments will meet the expecations of the academic standards and will include questions that represent various levels of Webb's Depth of Knowledge. Validation of these assessments would occur through central office review, building supervisor review, departmental review, teacher peer 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.

Locally administered common assessment are reviewed and revised each year. The next step for the AASD is to move towards disaggregating data collected from the common assessments. This data will be the basis of professional conversation among faculty members and will help to inform their instruction.

Collection and Dissemination

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

Currently, once raw data reports are received from the state the data is disaggregatged and shared with the bulding principals. The entire instructional administrative team meets to analyze the district data. During this time trends and areas of need across the district are identified and considered for professional development if necessary. Building principals then share raw data at the building level. During the fall of 2017, the district implemented the use of a district wide data warehouse (EdInsight) that provides teachers and administrators access to all assessment data and student information data. This tool will be used in conjunction with E-metirc and PVAAS data. Building level plans are shared with the Superintendent and reviewed at the end of the school year. Data analysis and instructional planning days are built into the school year to provide teachers and administrators time to analyze student data and make appropriate instructional decisions.

Data Informed Instruction

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

Students who score basic or below basic on the PSSA or Keystone Exams will have the opportunity to become proficient through participating additional courses geared toward the English Language Arts and Mathematics, RTII, summer school, and after school tutoring are provided to help students move towards proficiency. Students who do not take the PSSA will be identified by low achieving scores on other assessments provided by the state, district, or the classroom teacher. Those students will have the opportunity to use remedial programs that meet the specific need. AASD has an RTII program in each of the elementary schools. In addition, data teams will meet frequently to review and analyze the student achievement data derived from assessments. These data teams will identify students who score below proficiency in the academic standards or have not met a year's growth and prescribe the neccessary instruction (program) needed to meet the students needs. Data will be used to inform the teaching and learning process as well as the curriculum. Each teacher will be trained in instructional strategies and differentiated instruction. The data teams will closely monitor the results of students not performing above basic to ensure progress and to determine if alternative strategies and opportunities for differentiated instruction need to be implemented. The building principals will monitor progress of the classroom teachers and data teams to ensure continued success.Each year building level, grade level and department teams will conduct analysis of the district data from the assessment tools to guide, inform and improve curriculum and instruction. This analysis will include a review of the data from state, district, and classroom assessments. The analysis will be an ongoing program evaluation which will lead to the development of an action plan for school improvement on an as-needed basis which is reflected by the data. Schools are and will continue to use the "Comprehensive Plan" process provided by PDE to identify strengths, needs, and develop an action plan. School level plans may include directing more resources and professional development for the struggling schools as we attempt to reach higher level goals.

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	X	X	X	X

anchors, eligible content or standards-aligned learning objectives.				
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.

AASD utilizies EdInsight, Pa Direct, E-Metric, and PVAAS to maintain a long term record of student data   These online tools allow teachers to view assessment results by Pa assessment anchors, create a variety of reports, and look at students assessment history. AASD has implemented CDT (Classroom Diagnostic Tool) to assess English Language Arts and Mathematics is grades 3-8. CDTs are also administered that the high school level to assess Literature, Algebra, and Biology. Data collected from the administration of these assessments will be used to inform instruction and help to prepare students for the PSSA and Keystone assessments. .

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

All of the above strategies have been selected.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

Summative assessment information is shared with the public through newsletters, the website, School Board meetings, local media, letters to the parents/guardians, individual

meetings/conferences with parents, course planning guides and AYP websites (also linked on the AASD website). Once summary reports have been released the information is shared through all the previous venues.

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

AASD has not used our phone, email, parent link, or district app to send information about AYP or SPP. This system is used to alert our parents of emergencies and delays. The student handbook is reserved for the student code of conduct, policy and other pertinent student-parent information. Rather than including the AYP, SPP information a newletter serves the same purpose. AASD school calendar, Pride and Promise, is simply used to convey the district's school calendar information. The purpose is not to provide AYP or SPP information. An attached newletter, article, or report detailing the student's achievement is much more beneficial to the parent/guardian.AASD can work towards establishing relations with local media sources and creating press releases. Newspapers are limited in our rural area, but this is a strategy that AASD can look to incorporate. In addition, course planning guides have not been developed for grades K-8 due to the schedule is the same for general education students. This could be developed and posted on the website.With that said, building principals, secretaries, and guidance counselors do a thorough job of explaining this to our parents, guardians, and students. AASD places a strong emphasis on verbally communicating at the building level with parents about our programs.

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.

Under the former accountability system, schools in need of improvement in our district were in "warning" or in "school improvement." Upon notification of the schools status the school would use the "Getting Results" process to identify strengths and areas in need of improvement. Schools are now utilizing the school comprehensive plan process to identify strengths and areas in need of improvement.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X

School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs		X	X	
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training			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:

AASD has implemented a school wide Positive Behavior Program in K-12 AASD does not have a school resource officer. AASD contracts with Bradford County Probation Department for a part time on-site officer.

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.)

Gifted Identification Process

I.   **Identification of Mentally Gifted**

 In Pennsylvania mentally gifted is defined as, *"…outstanding intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program."* (22 Pa. Code § 16.1) *"The term "mentally gifted" includes a person who has an IQ of 130 or higher, when multiple criteria as set forth in Department Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone… The determination shall include an assessment by a certified school psychologist.* (22 Pa. Code § 16.21 (d)) *"Intellectual ability is not equated with an IQ score alone. Intellectual ability is and should be a reflection of a range of assessments including a student's performance and potential* (Pennsylvania Department of Education Gifted Guidelines 2004) Multiple criteria, other than IQ score, that are indicative of giftedness are listed in the *Gifted Guidelines.* These include, but are not limited to, Achievement Tests, Rates of Acquisition and Retention, Demonstrated Achievement, Early Skill Development, and consideration of factors that may mask giftedness. *"Each school*

district shall adopt and use a system to locate and identify all students within that district who are thought to be gifted and in need of specially designed instruction." (22 Pa. Code § 16.21 (a)).

I.   **Referral for Evaluation**

A.   **District Child Find**

In the Athens Area School District, screening data from a variety of sources will be reviewed annually. This systematic screening fulfills the district's obligation to conduct child find activities for students who may need instruction not ordinarily provided in the general education curriculum. The review considers information about academic and cognitive abilities collected on all students at a given grade level. In the fall of each year, after receiving the results of the state assessments, the district will conduct a review of the screening information for students in each building. When the <u>majority</u> of a student's data fall within a range expected for students who may need gifted education, the student will be referred by the district for further individualized screening. When the district's screening process indicates that student has potential consistent with the definition of mentally gifted or a performance level which notably exceeds that of other students in the regular education classroom, the district will make a referral for a Gifted Multidisciplinary Evaluation (GMDE). Data available at each grade level will vary, however may include the following: TeraNovaDynamic Indicators of Basic Early Literacy Skills (DIBELS)Pennsylvania System of School Assessment (PSSA)Curriculum Based Assessments (CBA)Grades

A.   **Teacher Referral**

When a teacher makes a referral for a GMDE, parents may be asked to consent to a *screening* of their child's ability involving the individual administration of the Kaufman Brief Intelligence Test – 2nd Edition (K-BIT – 2). With signed consent to screen, any student receiving a Full Scale IQ score of 120 or higher on the K-BIT will be referred on for a comprehensive evaluation. The district MUST receive the parent's signed consent (to screen using the K-BIT or to complete a comprehensive evaluation) in order to continue with the evaluation process. If requesting consent to complete a comprehensive evaluation, parents will also be asked to provide information that will be considered and included in the evaluation process.

A.   **Parent Referral**

When parents suspect their child may be gifted, they may request a GMDE at any time, with the limit of one request per school year. The request must be in writing. When the district receives the written request, the parents will be sent a *Permission to Evaluate* form. The district MUST receive the parent's signed consent on the form in order to continue with the

evaluation process. Parents will also be asked to provide information that will be considered and included in the evaluation process.

I.   **The Gifted Multidisciplinary Evaluation (GMDE)**

 When the district's screening process indicates that a student has potential consistent with the definition of mentally gifted or a performance level which notably exceeds that of other students in the regular classroom, a teacher makes referral, or parents suspect their child is gifted and request an evaluation in writing, the district will initiate a Gifted Multidisciplinary Evaluation (GMDE).

A.   **Gifted Multidisciplinary Team (GMDT)**

 The Gifted Multidisciplinary Team includes the gifted support teacher, a school psychologist, the principal or district representative, the classroom teacher(s), and the parent(s) or guardian(s). If at any time, the parent(s) decide to rescind permission to evaluate, the evaluation process will be discontinued as long as the parent's request is in writing. Information gathered through the course of the evaluation will be included in a Gifted Written Report (GWR).

A.   **Tools For Evaluation**

 The following data will be considered by GMDT in a Gifted Written Report (GWR):

1.   Individually administered standardized test of ability

2.   Individually administered standardized tests of achievement

3.   Gifted Rating Scale – Teacher

4.   Parent input

5.   Classroom observation

6.   Group administered achievement tests

7.   Chuska Scales of Acquisition and Retention

 Independent evaluations by a certified school psychologist may be obtained by parents at their own expense. The district is obligated to consider this information when making decisions regarding eligibility for gifted education. This information will be incorporated into the Gifted Written Report (GWR), and may be considered by the Gifted Individual Education Program (GIEP) Team.

A.   **Gifted Written Report**

 The GMDT prepares a written report that includes information and findings from the evaluation regarding a student's intellectual and learning strengths and needs. *"The report must make recommendations as to whether the student is gifted and in need of specially*

designed instruction, must indicate the basis of those recommendations, and must indicate the names and positions of the members of the GMDT. (Pa. Code § 16.22(h))

I.   **Gifted Identification Decision**

A.   **Gifted Individual Education Program (GIEP) Team**

It is ultimately the responsibility of the Gifted Individual Education Program (GIEP) Team to determine whether or not a student is gifted, based on a review of the complete evaluation as documented in the GWR. Once the GWR is completed, a GIEP Team Meeting will be scheduled and parents will receive an invitation to attend. The GIEP Team includes one or both parents; the student if 14 years old or older; a representative of the district who serves as the chairperson and who is knowledgeable about the availability of resources of the district, and who is authorized by the district to commit those resources; one or more of the students current teachers; other individuals at the discretion of either the parents or the district.

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

If the teachers feel as if the child is achieving above grade level expectations in reading/writing/math, a gifted screening is completed by the gifted teacher. If the student performs well on the gifted screening then the permission for a psychological evaluation for Gifted is completed by the school psychologist. If the child qualifies then a GIEP is created.

Also a evaluation is completed for any student that is referred by parent request.b

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

- Initial screening performed by the gifted teacher
- Evaluation conducted by the school psychologist to determine eligibility for gifted services.

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

The district provides services to the Gifted population throught contracted personnel from Blast Intermediate Unit.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling			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				
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum		X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning				
Nutrition	X	X	X	X
Orientation/Transition	X		X	X
RTII/MTSS	X	X	X	
Wellness/Health Appraisal				X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning				
Assessment/Progress Monitoring	X	X	X	X
Casework				
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				
Small Group Counseling-Educational planning				
Small Group Counseling-Personal and Social Development				
Special Education Evaluation	X	X	X	X
Student Assistance Program			X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
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				
Press Releases				
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				
Newsletters				
School Calendar				
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

Within Athens Area School district we have established a system of communication between classroom teachers and special education specialists. IEP's of students are shared in a private meeting with the teacher and proper interventiosn are discussed at length. The teacher recieves a copy of the IEP for reference. Students who do not have an IEP may still receive interventions if they are struggling academically. All students K-8 are universally screened and monitored for any academic issues. PLC and data teams analyze the data and create intervention groups within the school so struggling students can receive specific interventions focused on the student's need. PLC's and data teams meet monthly to evaluate the students need for intervention types.

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

AASD seeks to partner with all early childhood centers, including Headstart. The district strives to share resources when or as they are available, welcomes discussion, and discusses curricula. It is a challenge to meet all of the early childhood education needs of the community with our limited formal childcare availablity and economic challenges. One avenue to overcoming this challenge has been through our community senior projects. Many students have volunteered to work with child care centers after school or in the summer. AASD highly values early childhood education. We work closely with the Bradford County YMCA in providing day care and after school services within our district.

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.

 Local agencies that serve students with disabilities meet with the Special Services Director to coordinate the transition of supports, programs, and services of all pre-kindergarten children. The special services director works closely with these agencies to assist and support their efforts in providing interventions and assistive technology and other supports for students with disabilities. The special services director meets often with local agencies to collaborate and share experience and expertise in problem solving difficult issues with pre-kindergarten students with disabilities. Many times the AASD special services director has met with families prior to the enrollment of their child with disabilities to offer and smooth and comfortable transition to the classroom.

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	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

AASD continues to work to align and scaffold learning progressions that progresses level to level and demonstrates relationships among fundamental concepts and skills as outlined within the core standards.

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

No "Needs Improvement" or "Non Existent" selected.

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	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

AASD continues to work to align and scaffold learning progressions that progresses level to level and demonstrates relationships among fundamental concepts and skills as outlined within the core standards.

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

No "Needs Improvement" or "Non Existent" selected.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing

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

Provide explanation for processes used to ensure Accomplishment.

AASD continues to work to align and scaffold learning progressions that progresses level to level and demonstrates relationships among fundamental concepts and skills as outlined within the core standards.

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

No "Needs Improvement" or "Non Existent" selected.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

AASD continues to work to align and scaffold learning progressions that progresses level to level and demonstrates relationships among fundamental concepts and skills as outlined within the core standards.

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

No "Needs Improvement" or "Non Existent" selected.

SAS Incorporation

Elementary Education-Primary Level

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

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

Further explanation for columns selected "

With the implementation of the Common Core in Pennsylvania AASD is working to align curriculums to the Common Core and Pa Common Core.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

With the implementation of the Common Core in Pennsylvania AASD is working to align curriculums to the Common Core and Pa Common Core.

Middle Level

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

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

Further explanation for columns selected "

With the implementation of the Common Core in Pennsylvania AASD is working to align curriculums to the Common Core and Pa Common Core.

High School Level

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

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

Further explanation for columns selected "

With the implementation of the Common Core in Pennsylvania AASD is working to align curriculums to the Common Core and Pa Common Core.

Early Warning System

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

Not answered

Professional Education

Characteristics

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 characteristics above arcomponents of the of the Danielson model which is used in the AASD supervision plan. The AASD Differentiated Supervision plan was board approved on May 21, 2007 and has been accepted by PDE. As Pennsylvania implements the Teacher Effectiveness Tool, the observation/evidence piece will account for 50% of a teacher's evaluation. This will come from our differentiated supervision plan that is built on the Danielson framework. Our evaluation system at AASD holds educators accountable for the following Danielson domains: 1. Planning and Preparation, 2. Classroom Environment, 3. Professional Responsibilities, and 4. Instruction. The weight of each domain follows PDE guidelines of 20% for domain one, 30% for domain 2, 30% and 20% for domain 4. Empowering educators to work effectively with parents and community partners falls under domain 4.C, D, E and F. Enhances the educator's content knowledge and area of certification/assignment is under domain 1.A, C, and E with some emphasis on B, D, and F. Increasing the educator's teaching skills based on effective practice research, with attention to struggling students is under all the domains. Lastly, providing educators with a variety of classroom-based assessment skills and the skills needed to analyze the use of data in instructional decision making is under domain 1. B, C D, E, and F, as well as domain 3. A, B, D, and E. A great focus will be placed on the use of data in instructional decision making due to the 2013-14 implementation of the Teacher Effectiveness Tool. 15% of a teacher's evaluation will be school building data, 15% teacher specific data, and 20% elective data. This would become the remaining 50% of each teachers evaluation increasing the need for teachers to use data effectively.AASD will ensure that educators are meeting the selected characteristics through supervising and evaluating using the Danielson framework and the overall score on the Teacher Effectiveness Tool. **Athens Area School District Teacher Effectiveness Observation Process**

Formal Observation

1.   Send notice to teacher that a formal observation will be completed this year and give them the Rubric and the Teacher Effectiveness Process form.

2.   Teacher develops lesson plan and gives to the principal along with the Rubric and the Teacher Effectiveness Process Form with Domain 1 section completed. Teacher completes Domain 1 as to where they believe they are on the Rubric.

3.   At pre-observation meeting, teacher leads principal through Domain 1 – what he/she hopes to achieve and what the students will learn during the lesson.

4.   Principal observes class focusing on Domains 2 and 3. Principal collects evidence on what is happening in the classroom. Observation is given to the teacher within 24 hours.

5.   Teacher reviews the evidence and adds to it – perhaps observer entered class late or left early and missed a piece of evidence.

6.   Teacher completes self-assessment using the rubric (Domains 2, 3, and 4) – highlighting areas in where he/she feels he/she falls in regards to performance.

7.   Teacher turns in material (evidence, rubric, and Domain 4) to the principal.

8.   Principal reviews material and scores teacher using the rubric.

9.   Post-Observation conference is held. Areas of disagreement – discuss and collaboratively come to a conclusion. If the two parties cannot agree, principal has the final say. Determine a focus area for improvement and a plan of action if necessary. Principal completes Observation and Summary on page 3 of the Teacher Effectiveness Process form.

10.   Final assessment completed on Teacher effectiveness Process form (Domain 1-4).

11.   Principal conducts walk through to monitor and provide feedback.

12.   Principal provides teacher with feedback on walk through.

13.   Principal submits Teacher Effectiveness Process form to Superintendent's Office.

Self-Directed/ Team Focused Model of supervision enables an individual or team of staff members to explore new ideas or interests in order to refine their professional skills, to practice new techniques, and to promote professional growth.

Teachers working within the Differentiated Professional Development Model are considered to be satisfactory professional employees as defined by the Department of Education and as such can realistically expect to receive a satisfactory rating throughout the school year.
Intensive Supervision is a process of evaluation used for professional employees who designated as at-risk employees, by the Athens Area School District administration.
The rating instrument, Intensive Supervision Form, has been developed from the Enhancing Professional Practice: A Framework for Teaching (Danielson 2007) and the PDE form 426. This instrument is designed to provide a summative evaluation.
Members of the professional staff who are under Intensive Supervision Model shall receive a copy of each completed report, and will be given an opportunity to respond to all ratings. The results of each evaluation will be reviewed with the staff member at a post-observation conference. Any area checked Unsatisfactory will require immediate attention and planned intervention.
When a tenured or non-tenured member of the professional staff is identified as needing improvement, he/she will be deemed at-risk and will work directly with district administrators to create an Individual Action Plan. An Individual Action Plan will be developed that delineates the area(s) of deficiency, timeline, benchmarks for improvement, and expected level of satisfactory performance

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

This narrative is empty.

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:
1/30/2015

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

Questions
The LEA has conducted the training on:
10/10/2016 Professional development provided through EduPlanet.

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:
8/1/2018

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.

All administrators at AASD participate in professional development and lead the implementation in conjunction with district administration at the building level. AASD utilizes the Learning Focused Schools framework. A component of the framework includes a monitoring for achievement component including classroom walkthroughs. The district administrators use a SOS321 walkthrough tool, a software based application to provide immediate feedback to teachers after an informal walkthrough. The district also has instructional coaches that support teaching and learning in the district. They are available for formal training and embedded support to increase instructional effectiveness. AASD has transitioned to a differentiated professional development model in order to best meet the professional needs of the faculty. Professional development is decided upon based on data collected through classroom walkthroughs, teacher surveys, and the instructional plan of the district.Feedback is collected from teachers after every professional develoment session. It is compiled and reviewed by the district administration team. This data helps to guide the direction of future professional devleopment. The AASD Act 48 Committee has two elected teachers from each school and administrators that also provides suggestions for professional development.

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

NA

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.

General topics to be addressed in the Athens Teacher Induction Plan will be separated into four (4) categories:
· day-to-day individual building concerns;
· district level management processes;
· instructional skill development
· Code of Professional Practices and Conduct for Educators.

Building level concerns
will be the focus of the mentor. A partial list of these concerns includes:
· building regulations/policies;
· discipline procedures;
· grading systems/report cards;
· lesson planning;
· building human/material resources;
· schedules;
· requisition process;
· any/all items related to the inductee's daily work.

These topics will be discussed in conferences between mentor and inductee. The mentor/inductee conferences will be scheduled weekly or more frequently if needed. The inductee is required to submit monthly logs of meeting times and topics to the office of Curriculum and Instruction.

District level management issues
, to be presented as part of a separate inservice program designed specifically for inductees, include, but are not limited to:
· district philosophy and goals;
· availability of human/material resources;
· employee benefits/requirements;
· socio-economic diversity of the district.

Instructional skill development
may be addressed by local, regional, or state workshops. These include, but are not limited to:
· planning skills;

· lesson presentation methods;
· time management;
· defining outcomes/objectives;
· assessing student progress.

The district has a cadre of experienced professionals capable of supporting the sessions described above. By utilizing the combined talents of teacher leaders (who are well-trained in instructional strategies), administrators, intermediate unit personnel, and community agents, the district believes it can generate a meaningful induction program.

Additional resources exist in nearby universities and through the use of commercially organized conferences, teleconferences, and workshops.

The
Code of Professional Practices and Conduct for Educators
will be distributed on the initial Induction Day and will be reviewed by mentors and inductees.

The Athens Area Teacher Induction Plan is financially supported through the allocation of approximately .55 percent of the general fund budget each year for staff and curriculum development. This allocation has been in place for several years and has proven to be adequate.

Evaluation and Monitoring

Following is an approximate timeline for Teacher Induction Plan implementation:
· Induction Program — full days prior to the opening of school for mentors and inductees;
· Instructional Strategies' Workshop;
· First district-wide in-service day (total staff);
· Attend one school board meeting (Hail and Farewell).
· Mid year meeting of inductees, mentors, administrators, and Act 48 Committee members;
· Mentor/inductee meetings will begin at the start of the school year and continue until the end of the school year on a weekly or "as needed" basis;
· Segments of additional district in-service days in October and January may be used for Teacher Induction Plan activities;
· Participation in graduation ceremonies;
· Commercial conferences/workshops/teleconferences will be arranged for inductees as available and relevant, and
· End of year meeting of inductees, mentors, administration and Act 48 Committee members.

The evaluation of the effectiveness of the Teacher Induction Plan will be drawn from the following sources:

· End of the year round-table discussion with mentors, inductees, and Act 48 Committee members**;**

· Informal evaluations completed by the building principal.
· Mentor/inductee checklist;
· Self-evaluation by inductee in June of the first year;
· Summary report (end of year).

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.

- Classroom assessment data (Formative & Summative).

- Review of written reports summarizing instructional activity.

Unchecked answers

- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

The educational development needs of inductees will be assessed through the use of:
· A district-constructed survey;
· An administrative review of college records and transcripts;
· Anecdotal comments from mentor log;

· Formal administrative observations and evaluations;
· Self-evaluation by the inductee.

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

The AASD Induction Plan provides a timeline for all activities and topics that relate to the characteristics selected above. The "inductee portfolio" is the submission of the Induction packet/manual to the Building Administrator and Superintendent at the completion of the school year.
Instructional skill development
may be addressed by local, regional, or state workshops. These include, but are not limited to:
· planning skills;
· lesson presentation methods;
· time management;
· defining outcomes/objectives;
· assessing student progress.

The district has a cadre of experienced professionals capable of supporting the sessions described above. By utilizing the combined talents of teacher leaders (who are well-trained in instructional strategies), administrators, intermediate unit personnel, and community agents, the district believes it can generate a meaningful induction program.

Additional resources exist in nearby universities and through the use of commercially organized conferences, teleconferences, and workshops.

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.

Unchecked answers

- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

Mentor teachers will be selected on the basis of educational experience, familiarity with the inductee's teaching assignment, and willingness to participate. Reimbursement for mentor teachers is specified in the district's collective bargaining agreement.

The essential functions of the mentor will be to:
· Orient the inductee to specific building level operations;
· Provide immediate on-site support and direction;
· Study the Code of Professional Practices and Conduct for Educators;
· Attend mandatory Teacher Induction Day (August);
· Attend mandatory mid year-Mentor Inductee Gathering;
· Attend mandatory end of year Mentor-Inductee Gathering;
· Submit all paperwork in a satisfactory and timely manner.

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

Mentors are required to be Highly Qualified certified teachers. Although their is no mentor training at Athens Area School District, we do have a committee that is focused on providing the highest level of support for new teachers and their mentors as well. The committeed consists of teachers, administrators, and community members who are committed to the teacher induction process. Many mentors for the AASD have mentored new teachers multiple times and have a great deal of expertise in the induction process. The AASD induction programs has designed specific times each month for the Mentor and the Inductee to meet and share ideas and answer questions.

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		X		X
Best Instructional Practices		X		X		X
Safe and Supportive Schools		X		X		X
Standards	X			X		X
Curriculum	X			X		X
Instruction	X			X		X
Accommodations and Adaptations for diverse learners	X			X		X
Data informed decision making	X			X		X
Materials and Resources for Instruction	X			X		X

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The operation and organization of the Athens Area Teacher Induction Plan shall be the responsibility of a district-wide induction council composed of the Continuing Professional Education Committee.

Membership on this council will be determined by either position held, as in the case of the Superintendent, Assistant Superintendent**,**
building principals, or by election of the membership represented, i.e. Act 48 Coordinators, school district representatives, teacher representatives.

This council shall be responsible for the construction, support, direction, and monitoring of a comprehensive induction plan designed to ensure novice teachers an orderly and educationally successful passage through the first year of teaching in the Athens Area School District.

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: **473**

Identification Method

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

Identifying Students with Learning Disabilities

The Athens Area School District currently utilizes the severe discrepancy model to assist in identifying students with a Specific Learning Disability. The district has established and implemented procedures to identify, locate, and evaluate all children. The process makes use of a team approach. When parent or teacher expresses a student concern, the school psychologist and guidance counselor are notified and a pre-referral screening instrument is used to collect data. A team meeting, including parent, is then scheduled to review the records and develop recommendations for interventions in the regular education setting. At the end of a 30-day period, progress is reviewed. If student is making progress, the interventions continue in the regular education classroom and are monitored. If the student demonstrates little or no progress, parent consent is obtained, the school psychologist identifies appropriate assessments, and a multidisciplinary team evaluation is conducted to determine eligibility and need for special education services per IDEA a Chapter 14 regulations.

A parent has a right to decline the pre-referral screening process and request an evaluation at any time.

The Athens Area School District uses multiple sources of data to determine whether the student is achieving adequately. Results of student's performance on district-wide assessments such as Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Fontas and Pinnel. Furthermore, the district uses results from statewide tests of achievement, such as the Pennsylvania State System of Assessment (PSSA) results in the areas of reading, mathematics, and writing as well as results of PVAAS projection measures of growth. Norm referenced tests of academic achievement are also used as part of the multiple criteria.

 1. Adequate Achievement. ...Whether the child does not achieve adequately for the child's age or meets state approved grade level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child's age or state-approved grade levels standards: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problems solving (§14.125 [a][1]).

2. Discrepancy Model – Assessing Patterns of strengths and weaknesses. ...a process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade (§14.125 [a][2][ii])

The Athens Area School District analyzes whether the student has a severe discrepancy relative to age and/or grade by administering assessments to determine the student's Intelligence Quotient as well as norm referenced tests of academic achievement, after which the results are analyzed. If a student exhibits a difference significantly below what is expected, given their intellectual ability, then a severe discrepancy is considered to be

apparent.

3. Rule Out. …Findings are not primarily a result of a visual, hearing or orthopedic disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, or limited English proficiency (§14.125[a]).

- Vision and hearing screenings are conducted on a routine basis at the Athens Area School District. Health records are requested by the school nurse to rule out visual and hearing problems as the primary cause of the student's academic difficulties. Furthermore, the school nurse can conduct screenings for orthopedic impairments if there is reason for concern.

- Throughout the assessment process, information is gathered to determine whether the child demonstrates sub-average intellectual functioning concurrent with adaptive deficits through the use of IQ assessments as well as adaptive behavior appraisals.

- Emotional disturbance is ruled out by using evaluation tools such as behavior assessments, systematic behavior ratings, and a mental health record review.

- All students of the district are screened to determine if their primary home language is English and cultural factors are reviewed.

- The team also addresses environment or economic factors, which may impede academic learning and determines if they are the primary source of the students struggle to make academic progress, including extreme truancy issues within our student population.

4. Rule Out Lack of Instruction: …underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that: prior to or as part of the referral process, the child was provided scientifically-based instruction in general education setting, delivered by qualified personnel, as indicated by observations of routine classroom instruction (§14.125[a][4][i])

The Athens Area School District provides its students with appropriate, scientifically based instruction in reading and mathematics that is aligned to state standards. Elementary, Middle School and high school principals conduct periodic observations of classroom instruction throughout the school year to insure integrity of teaching methods.
Athens Area School District is committed to moving toward the RTII model. Our structured pre-referral system contains elements of the Pennsylvania response to intervention and instruction (RTII) framework. This includes universal screening, universal access to quality, standards-aligned core instruction, progress monitoring,relational support, and

data-based decision making.

Enrollment

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

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

The Special Education Data Report conducted by the Bureau of Special Education on December 1, 2017, did not reveal any significant disproportionalities with regard to enrollment.

The Athens Area School District does not show a significant disproportionality in any of the thirteen disability categories. The only disability categories that are above the state average include Intellectual Disability (ID), Other Health Impairment (OHI) and Specific Learning Disability (SLD). The largest discrepancy when comparing the state average to the district average is in the area of Intellectual Disabilty (10.1% to 6.4%) and Specific Learning Disability (44.8% to 40.9%).
Within the 2018-2019 preliminary data, Athens has decreased 35 identified students from the 2017-2018 school year. Our preliminary data shows a decrease from 23.1% identified in 2017-2018 to 21.3% identified in 2018-2019. In 2017-2018, Athnes reported a special education population 6.2% over the state average, in 2018-2019 Athens reported 3.8% over the state average.

The Athens Area School District does not demonstrate a disproportionality representation of racial/ethnic groups receiving special education or by disability group. The data is comparable when comparing the race/ethnicity of students with and without disabilities.

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?

Beacon Light is located within the boundaries of Athens Area School District.   Athens works closely with Beacon Light and the Intermediate Unit to provide services to the children residing at Beacon Light.   Our District maintains a strong commitment to serving all our students with disabilities in the regular education environment. The District ensures, to the maximum extent appropriate, that children with disabilities are educated with their nondisabled peers and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services cannot be achieved in

a satisfactory manner.

Per IDEA and Chapter 14 regulations, all evaluations for special education eligibility and need require review by a multi-disciplinary team. Supplementary aids and services are given first priority before consideration of more restrictive placement options. Student placements are based on needs of individual students.

The residents of Beacon Light reside on either the Residential Treatment Facilities (RTF) or Specialized Therapeutic Residence For Intellectual and Developmental Empowerment (STRIDE) portion of the facility. The Beacon Light RTF is designed for children under the age of 18 years old who have been removed from their family with a mental health or behavioral need. These children have typically received other types of community-based care, or other residential placements. Children within the STRIDE program, typically have intense needs requiring for a longer stay. Currently, Beacon Light has 6 students within the RTF program and 6 students within the Stride program of the facility.

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).

Incarcerated students are housed at Bradford County Correctional Facility (Burlington, PA) in the Troy Area School District. Educational services are provided by Blast IU #17 staff. They monitor the information pertaining to youth who are assigned to the facility and and notify the school district of its responsibility to provide FAPE to all individuals who are eligible district residents. Record reviews and /or assessments are conducted and services are provided according to need of each individual.

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.

Athens Area School District maintains a strong commitment to serving all our students with disabilities in the regular education environment. The District ensures, to the maximum extent appropriate, that children with disabilities are educated with their nondisabled peers and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services cannot be achieved in a satisfactory manner.

The pre-referral systems in our District contain elements of the Pennsylvania response to intervention and instruction (RTII) framework, including universal access to quality, standards-aligned core instruction, relational support, and data-based decision making. Data is used to guide instruction, eligibility processes, and school improvement efforts.

Per IDEA and Chapter 14 regulations, all evaluations for special education eligibility and need require review by a multi-disciplinary team. Supplementary aids and services are given first priority before consideration of more restrictive placement options. It is important to note that student placement decisions are based on needs of individual students rather than convenience.

The Athens Area School District utilizes technical assistance consultants to provide relevant training. Staff have access to a full range of ongoing professional development targeting data collection and analysis, alternative assessments, evidence-based practices, differentiated instruction, co-teaching, autism, positive behavior support, progress monitoring, special education paraprofessional competencies, curricular adaptations and modifications and writing legally defensible IEP's.

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 goal of the Athens Area School District is to allow students with disabilities an opportunity to interact with others in their school environment in an effective manner so that their behavior does not impede their learning or that of others. The district collaborates with many outside agencies, including but not limited to: Youth Advocacy Program, Northern Tier Counseling, Finding New Hope, and Intermediate Unit behavioral specialists in Bradford County to provide students with a variety of Behavioral Health

Rehabilitation Services (BHRS) at elementary, middle school, and high school levels. These BHRS services include Therapeutic Staff Support Workers, Behavioral Consultant services, as well as mobile therapists. The district also works in partnership with Finding New Hope to provide the Student Assistance Program at middle and high school level.   The teaching of school-wide expectations is evident in the schools throughout the district.

The intermediate Unit #17 provides a behavioral specialist to consult with school district personnel during monthly scheduled Positive Behavioral Support Days throughout the school year. Development of Functional Behavior Assessments and Positive Behavior Support Plans with specially designed instruction allows our students to participate in the Least Restrictive Environment as determined for each student. The team utilizes professional expertise and knowledge, including input from classroom teachers, the school psychologists, guidance counselors, behavioral health providers, and parents. Plans use positive techniques to ensure that students are free from the unreasonable use of restraints. Restraints is only used as a last resort when a clear and present danger occurs. District policy prohibits the use of prone restraints and seclusion.

Athens Area School District is committed to providing a safe environment for our students. Staff are given the opportunity and encouraged to attend crisis intervention training. All staff that are involved with students that exhibit challenging behaviors are trained. The training, CPI (Crisis Prevention Institute) or QBS (Quality Behavior Support) is available through our intermediate unit. The Athens Area School District also has its own QBS certified trainier. Our QBS trainer will certifiy and re-certifiy staff members as needed. Restraints is used as a last resort. Our staff are trained on safe techniques for the use of physical restraint. Staff are trained in de-escalation techniques. Staff are also provided training on documentation of an incident and notification procedures.

Our intermediate unit also offers training on Functional Behavior Assessments and how to develop a positive behavior support plan from the data collected. The Athens Area School District also has a Behavior Intervention Specialist to assist staff in collecting data for the FBA, analzying the data collected, as well as assisting staff when writing the FBA.

Our goal over the course of the current plan, is to hopefully reduce the number of students requiring a Positive Behavior Support Plan. We project that the frequency of restraints will continue to decrease, as well as the number of out of school suspensions for students with IEP's.

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.

Athens Area School District consistently provides FAPE for special education students. IU 17 provides the district with programs and services that are not offered at the district level. If requested and deemed appropriate, independent evaluations are also offered. The needs of the student are reviewed by the IEP team members to determine appropriate placement, services, and supports. The district provides para-professionals, nursing staff, personal care assistance, and other support staff when needed. The district maintains a cooperative working relationship with human services organizations who provide services for eligible students.   Learning Support, Emotional Support, Life Skills Support, Autistic Support, Speech and Language Support and Occupational Services are available at our district. We contract for Vision Support, Hearing Support, Physical Therapy, Behavioral Support, and Orientation & Mobility support.   The Athens Area School District utilizes the interagency approach to resolve difficulties in finding placements for hard to place students with disabilities. We have a framework that exists and contacts are identified to ensure expedient interagency collaboration in case of need.   The Athens Area School District plans to continue to work with area agencies and service providers to ensure that students who are hard to place are given appropriate educational programs. The district's participation in the Northern Tier Counseling and IU's Partial Hospitalization Programs, utilization of approved private schools when needed, and continued good relationships with Bradford County's Intensive Interagency Team ensures a broad based approach to solving problems regarding students who are difficult to place.

Assurances

Safe and Supportive Schools Assurances

No policies or procedures have been identified.

Special Education Assurances

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

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

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

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

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

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Beacon	Nonresident	BLaST IU 17 provides an Emotional Support classroom and	12

Light		Autistic Support Classroom within Beacon Light. Several Beacon Light students also attend Athens Area SD or other outside programs.	

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Blast Academy	Other	Emotional Support/Alternative Education Program operated by Intermediate Unit #17	8
George Junior Republic	Other	Residential Treatment Facility	1
Futures	Other	Multiple Disabilities Support and/or Life Skills Support	2
Serve Inc.	Other	Life Skills Support / Learning Support Services / Community Engagement / Adult Training Facility	5

Special Education Program Profile

Program Position #1

> *Operator:* School District

> **PROGRAM DETAILS**

>> *Type:* Class

>> *Implementation Date:* August 25, 2015

>> *Reason for the proposed change:* Added a level of support, update to caseload, age range, and FTE.

> **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	5	0.6
Justification: Students will receive instruction in educational groupings that are within the required age limits.The age variance is addressed with the IEP team and documented in the IEP. Scheduling minimizes the age overlap and progress toward the IEP goals is not impeded.				
Locations:				
SRU Elementary	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	6	0.4
Justification: Students will receive instruction in educational groupings that are within the required age limits.The age variance is addressed with the IEP team and documented in the IEP. Scheduling minimizes the age overlap and progress toward the IEP goals is not impeded.				

Locations:				
SRU Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 22, 2019

Reason for the proposed change: The room has been changed to allow the Learning Support teacher better access to her students with less distractions.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	4	0.8
Locations:				
SRU Elementary	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	7 to 9	2	0.2
Locations:				
SRU Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 25, 2015

Reason for the proposed change: Added a Supplemental Learning Support caseload for this teacher.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	15	0.8
Locations:				
SRU Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	3	0.2
Locations:				
SRU Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Advisor: Mark Ishman Action: Approved

Program Position #5

Operator: School District
PROGRAM DETAILS
    Type: Class
    Implementation Date: June 2, 2016
    Reason for the proposed change: Update justification
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 12	8	1
Justification: Students will receive instruction in educational groupings that are within the required age limits.The age variance is addressed with the IEP team and documented in the IEP. Scheduling minimizes the age overlap and progress toward the IEP goals is not impeded.				
Locations:				
Lynch Bustin Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6
    Operator: School District
    PROGRAM DETAILS
        Type: Class
        Implementation Date: August 23, 2016
        Reason for the proposed change: Room Change, update caseload, added level of support, updated FTE, and updated age range.
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 8	12	0.8
Locations:				
Lynch Bustin Elementary	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	7 to 8	2	0.2
Locations:				
Lynch Bustin Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7
    Operator: School District
    PROGRAM DETAILS
        Type: Class
        Implementation Date: August 23, 2016
        Reason for the proposed change: Adding a Supplemental Level of Support for this teacher.
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	20	0.7
Locations:				

| Lynch Bustin Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	1	0.3
Locations:				
Lynch Bustin Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Advisor: Mark Ishman Action: Approved

Program Position #8

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Class
>> *Implementation Date:* June 2, 2016
>> *Reason for the proposed change:* Entered room dimensions (not a change), updated age range, and updated caseloads
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 20	10	1
Justification: Students will receive instruction in educational groupings that are within the required age limits.The age variance is addressed with the IEP team and documented in the IEP. Scheduling minimizes the age overlap and progress toward the IEP goals is not impeded.				
Locations:				
Athens High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Class
>> *Implementation Date:* August 25, 2015
>> *Reason for the proposed change:* The proposed relocation of this classroom is to be within ebb and flow.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 16	2	0.3
Locations:				
Athens High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 19	14	0.7
Justification: Students will receive instruction in educational groupings that are within the required age limits.The age variance is addressed with the IEP team and documented in the IEP. Scheduling minimizes the age overlap and progress toward the IEP goals is not impeded.				

Locations:				
Athens High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District
PROGRAM DETAILS
Type: Class
Implementation Date: June 2, 2016
Reason for the proposed change: Delete a segment, enter room dimensions, update age range, update caseload, and update FTE.
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	21	1
Locations:				
Athens High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District
PROGRAM DETAILS
Type: Class
Implementation Date: August 25, 2015
Reason for the proposed change: Change segment, add segment, update caseloads, FTE, and age range.
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	12	0.7
Locations:				
Lynch Bustin Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 12	2	0.3
Locations:				
Lynch Bustin Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District
PROGRAM DETAILS
Type: Class
Implementation Date: June 2, 2016
Reason for the proposed change: Entered room dimensions (not a change). I didn't see where they were entered previously. Delete segment, update caseloads, age range, and FTE.
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	24	1
Justification: Students will receive instruction in educational groupings that are within the required age limits.The age variance is addressed with the IEP team and documented in the IEP. Scheduling minimizes the age overlap and progress toward the IEP goals is not impeded.				
Locations:				
Athens Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Class
>> *Implementation Date:* June 2, 2016
>> *Reason for the proposed change:* Delete segment, updated caseload, updates age range, updated FTE, and entered room dimensions (not a room change).
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	22	1
Locations:				
Athens High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #14

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Class
>> *Implementation Date:* June 2, 2016
>> *Reason for the proposed change:* Deleted a segment, updated caseload, FTE, and updated age range.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	27	1
Locations:				
Athens High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #15

> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Class
>> *Implementation Date:* August 25, 2015
>> *Reason for the proposed change:* Deleted a segment, updated caseload, FTE, and age range.
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 14	11	1
Locations:				
Rowe Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #16

>*Operator:* School District
>
>**PROGRAM DETAILS**
>
>>*Type:* Class
>>
>>*Implementation Date:* June 2, 2016
>>
>>*Reason for the proposed change:* Deleted age justification, updated age range, updated caseload, FTE, and entered room dimensions (not a change).
>
>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	4	0.3
Locations:				
Rowe Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	11	0.7
Locations:				
Rowe Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #17

>*Operator:* School District
>
>**PROGRAM DETAILS**
>
>>*Type:* Class
>>
>>*Implementation Date:* June 2, 2016
>>
>>*Reason for the proposed change:* Update the justification
>
>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	8	0.4
Locations:				
Rowe Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	15	0.6
Locations:				
Rowe Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District

PROGRAM DETAILS

    Type: Position

    Implementation Date: June 2, 2016

    Reason for the proposed change: Update the justification

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 12	2	0.4
Locations:				
Rowe Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	12	0.6
Locations:				
Rowe Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #19

    Operator: School District

PROGRAM DETAILS

    Type: Class

    Implementation Date: June 2, 2016

    Reason for the proposed change: Update caseload, update age range, update FTE, and enter room dimensions (Not a change).

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	4	0.3
Locations:				
Rowe Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	10	0.7
Locations:				
Rowe Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #20

    Operator: School District

PROGRAM DETAILS

    Type: Class

    Implementation Date: August 25, 2015

    Reason for the proposed change: Add a Supplemental Level of Support for this teacher.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	6	0.7
Locations:				
Rowe Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 11	1	0.3
Locations:				
Rowe Middle School	A Middle School Building	A building in which General Education programs are operated		

Advisor: Mark Ishman Action: Approved
Program Position #21
    Operator: School District
    PROGRAM DETAILS
        Type: ClassandPosition
        Implementation Date: August 22, 2018
        Reason for the proposed change: Changed location of service for segment 1 & 2 from high school to middle school. Also, updated age range, caseload, and FTE. Also, entered room dimensions for Rowe and Lynch.
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	4	0.25
Locations:				
Harlan Rowe Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	37	0.75
Justification: Students will be served in same age educational groups.				
Locations:				
Lynch Bustin Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #22
    Operator: School District
    PROGRAM DETAILS
        Type: ClassandPosition
        Implementation Date: August 23, 2018
        Reason for the proposed change: Deleted segments at the high school and middle school. Updated age range, caseloads, and FTE.
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	5 to 12	49	1

		Support		
Justification: Students will be served in same age educational groups.				
Locations:				
SRU Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23

        Operator: School District

        PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: August 24, 2016

            Reason for the proposed change: Deleted Supplemental Support Service and then had to re-enter the Itinerant Level of Support for this position.

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	17	1
Locations:				
Rowe Middle School	A Middle School Building	A building in which General Education programs are operated		

Advisor: Mark Ishman Action: Approved

Program Position #24

        Operator: School District

        PROGRAM DETAILS

            Type: Position

            Implementation Date: August 23, 2016

            Explain any unchecked boxes for facilities questions: Due to increase enrollment, we needed to hire an additional learning support teacher to meet the needs of our students in our Elementary Schools.

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	7	0.7
Locations:				
SRU Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	1	0.3
Locations:				
Lynch Bustin Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25

        Operator: School District

        PROGRAM DETAILS

            Type: ClassandPosition

            Implementation Date: July 22, 2018

        PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	22	0.85
Locations:				
Athens Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 14	1	0.15
Locations:				
Athens Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Services	District	1
Psychologist	District	1
Psychologist	District	1
Occupational Therapist	District	1
Para Professional	Rowe Middle School	1
Para Professional	Rowe Middle School	1
Para Professional	Rowe Middle School	1
Para Professional	Rowe Middle School	1
Personal Care Aide	Rowe Middle School	1
Personal Care Aide	Rowe Middle School	1
Personal Care Aide	Rowe Middle School	1
Personal Care Aide	Lynch Bustin Elementary	1
Personal Care Aide	Lynch Bustin Elementary	1
Para Professional	Rowe Middle School	1
Para Professional	Lynch Bustin Elementary	1
Speech Language Therapist	District	1
Speech Language Therapist	District	1
Speech Language Therapist	District	0.5
Psychologist	District	1
Behavior Intervention Specialist	District	1
Para Professional	Lynch Bustin Elementary	1
Para Professional	Lynch Bustin Elementary	1
Para Professional	Lynch Bustin Elementary	1
Para Professional	Lynch Bustin Elementary	1
Para Professional	SRU	1
Para Professional	SRU	1

Para Professional	SRU	1
Para Professional	SRU	1
Para Professional	SRU	1
Personal Care Aide	Athens Area High School	1
Personal Care Aide	Athens Area High School	1
Para Professional	Athens Area High School	1
Para Professional	Athens Area High School	1
Para Professional	Athens Area High School	1
Para Professional	Athens Area High School	1
Para Professional	Athens Area High School	1
Para Professional	Athens Area High School	1
Para Professional	SRU	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapist	Outside Contractor	1 Days
Orientation and Mobility	Intermediate Unit	10 Minutes
Vision Support	Intermediate Unit	10 Minutes
Social Worker	Outside Contractor	5 Days
Physical Therapist	Outside Contractor	2 Days
Speech Language Therapist	Intermediate Unit	2 Days

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:
As a district overall we have noticed several trends. We have noticed the large amount of our students that are performing in the Below Basic level and the minimal amount of our students that are performing at the Advanced level.   As a district we are implementing Instructional Rounds to help us collect data from all classrooms and be able to use that data to drive our professional conversations and professional development.

District Accomplishments

Accomplishment #1:
Overall Graduation Rate of 89%.

Accomplishment #2:
Attendance Rate of 94%

Accomplishment #3:
New Teachers are provided training in best practices in classroom management through APL training.

Accomplishment #4:
All teachers are formally trained in LFS instructional strategies and best educational practices

Accomplishment #5:
100% of our district teachers are Highly Qualified.

Accomplishment #6:
District wide curriculums have all been aligned to PA Standards. The AASD is currently revising curriculum to align to the Pa Core Standards.

District Concerns

Concern #1:

Implement a more comprehensive data driven decision making protocol using DIBELS, CDT's, Fountas & Pinnell Assessments, Keystone Exams, PSSAs, and common curricular assessment.

Concern #2:

Improve both the graduation rate and attendance rates throughout the district.

Concern #3:

Increase student acheivement for historically low achieving students.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #3)* Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

Implement a more comprehensive data driven decision making protocol using DIBELS, CDT's, Fountas & Pinnell Assessments, Keystone Exams, PSSAs, and common curricular assessment.

Improve both the graduation rate and attendance rates throughout the district.

Increase student acheivement for historically low achieving students.

District Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Interim

Data Source: www.pdesas.org

www.pvaas.org

www.padrcdirect.org

www.emetric.org

Specific Targets: Common assessments will be created for all courses and include eligible content and common core skills.

Students will show an improvement on state testing assessments, PSSA and Keystone Exams

Teachers will deliver assessments that provide at least 50% higher order thinking questions.

Data will reflect an overall increase district in student growth and achievement

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

Implementation Steps:

Curriculum Writing and Revision

Description:

Align and revise all district curriculum to meet the expectations of the PA Core and Academic Standards.

A yearly curriculum revision will occur based on data driven decision making and necessary revisions.

Start Date: 9/20/2016   **End Date:** 5/31/2019

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject

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

- Curriculum Mapping

Create Common Assessments

Description:

Teachers will be provided professional development training in creating common assessments.

Teachers will then create common assessments that will include higher order thinking strategies and eligible content standards.

After the administration of the common assessments - error and data analysis will take place to inform instruction.

Start Date: 9/12/2016 **End Date:** 6/1/2018

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject

Data Analysis and Instructional Planning

Description:

Data analysis days will be designed into the professional development days so teachers and administrators can examine data and revise instructional needs accordingly.

Professional development on how to use, analyze, and implement data driven changes into instrucition will be available to the faculty.

Start Date: 9/23/2016   **End Date:** 6/10/2020

Program Area(s): Professional Education

Supported Strategies:

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

Appendix: Professional Development Implementation Step Details

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

District Level Affirmations

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

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

No signature has been provided

Board President

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