

Pottsville Area SD

District Level Plan

07/01/2020 - 06/30/2023

Core Foundations

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.

DHH Lengel Middle School was identified in December of 2018 as being an A-TSI school. This designation was based on the following indicators: Achievement in math and ELA combined was at or below 31.5% for both students with disabilities and economically disadvantaged students, growth in math and ELA combined was below -1.0 PVAAS for both students with disabilities and economically disadvantaged students and the regular attendance rate for both students with disabilities and economically disadvantaged students was at or below 76.12%.

Indicators/Measures	<i>Lengel MS</i>	<i>Lengel MS</i>
	<i>Students with Disabilities</i>	<i>Economically Disadvantaged</i>
	2018 Results	2018 Results
Achievement: Math and ELA Combined	15.9%	30.8%
Growth: Math and ELA Combined	-3.09	-6.8
Graduation Rate		
English Language Proficiency		
Regular Attendance	73.79%	74.47%
Career Standards Benchmark		

A Steering Committee was formed during the 2018/2019 school year. The Steering Committee

and sub-groups met at various times throughout the 2018/2019 school year to discuss Lengel's designation of A-TSI and the action plan. Surveys were given to parents/guardians, students, and educators to collect input and assess educational weaknesses. The Steering Committee met to review the survey results, analyze collected data, and target essential practices. After prioritizing the identified practices, the educator and administration sub-groups of the A-TSI Steering Committee began creating goals to be addressed in the action plan. During every meeting, IU facilitators led the committee in analyzing data, assessing building needs, and creating the A-TSI action plan. To begin addressing the targeted essential practices, the IU has provided professional development to lead teachers in the creation and implementation of CDTs as well as in curriculum mapping. Lengel parents/guardians were invited to meet on May 29, 2019 to review and give input on the action plan for the 2019/2020 school year. The plan was approved by the Board of Directors of the Pottsville Area School District in June of 2019.

Programs, Strategies and Actions

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

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

All strategies have been selected.

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.)

Using student performance and specific criteria based on multiple measures of data, teachers make recommendations to the Special Education Administrators in their respective buildings. A referral is made to our administrator who processes the consent requirements following Chapter 16 (16.61 & 16.62) for appropriate testing to determine eligibility.

The Pottsville Area School District provides a full range of acceleration and enrichment options that include programs aimed at meeting the intellectual and academic abilities and needs of students. Gifted education for each identified student is based on the unique needs of the student, not solely on the classification. Responsibility for the development, implementation, and plan revisions of each Gifted Individualized Education Plan is seen as a team effort between general education teachers, teachers of the gifted, and administration.

Based on the defined regulations in relation to special education for gifted students (22PA Code-Chapter 16), The Pennsylvania State Board of Education has defined mentally gifted students as “children with exceptionalities” under the Public School code of 1949, Section 1371, and in need of specially designed instruction. Under 22PA Code 16.1, mentally gifted is defined as intellectual and creative ability the development of which requires specially designed programs or support services, or both, not ordinarily provided in the general education setting.

The Pottsville Area School District provides a combination of both acceleration and enrichment for the greatest opportunity to meet the needs of the gifted learner. We believe every gifted student must be provided individual instruction tailored to meet the need of their level of challenge. Special programs ensure instruction for the gifted which promotes in-depth learning and investigation in real life situations. These programs also allow for the development and application of critical thinking skills to enable students to use new understanding for the 21st century learner.

A continuum of programming services is based on the individual needs of each student, coupled with acceleration and enrichment, to provide maximum instructional benefits to gifted students. A comprehensive service delivery model from kindergarten to grade 12 is offered to the students at Pottsville Area School District.

The Pottsville Area School District is responsible for identifying students that are in need of gifted education. A screening policy for students in grades K-12 is conducted to find children who are in need of gifted support services. The screening policy includes multiple measures of data to ensure that the appropriate students are referred for a Gifted Multidisciplinary Evaluation. Students who demonstrate characteristics of a gifted student are screened using individually and if results warrant, permission to evaluate is requested from the parent. Parents can also request a Gifted Multidisciplinary Evaluation at any time.

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

A screening policy for students in grades K-12 is conducted to find children who are in need of gifted support services. The screening policy includes multiple measures of data to ensure that the appropriate students are referred for a Gifted Multidisciplinary Evaluation. Students who demonstrate characteristics of a gifted student are screened using individually and if results warrant, permission to evaluate is requested from the parent. Parents can also request a Gifted Multidisciplinary Evaluation at any time.

Universal Screening Process Levels of Assessment

Level 1

Grades K-4

Universal Layer	Literacy	Math	Cut-Offs/Thresholds
Benchmark Data	<p>1. Spelling Inventory: 95%</p> <p>2. Grades 93% or above in Word Study, Reading, Writing</p> <p>3. Reading Benchmarks meeting Proficiency Standard of Advanced 5/6 sections:</p> <p>Phonics Survey Instructional Reading Level- Sight Words Fluency Comprehension/DAZE Vocabulary</p> <p>4. PSSA/ELA: Advanced (Grade 4)</p>	<p>1. Curriculum Based Assessment 95%</p> <p>2. Grades 93% or above in Mathematics</p> <p>3. PSSA/Math: Advanced (Grade 4)</p>	<p>2/4 Data Points in literacy (K-3rd)</p> <p>3/4 Data Points in literacy (Grade 4)</p> <p>1/2 Data Points in Math</p> <p>2/3 Data Points in Math (Grade 4)</p>

Level 1**Grades 5-8**

Universal Layer	Literacy	Math	Cut-Offs/Thresholds
Benchmark Data	<p>1. PSSA/ELA: 95th percentile or higher</p> <p>2. PVAAS ELA Projection: 2 grade levels – 90th percentile or higher</p> <p>3. Average Grades: 95% or higher</p>	<p>1. PSSA/Math: 95th percentile or higher</p> <p>2. PVAAS Math Projection: 2 grade levels – 90th percentile or higher</p>	<p>2/3 Data Points in literacy</p> <p>2/3 Data Points in Math</p>

		3. Average Grades: 95% or higher	
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Level 1**Grades 9-12**

Universal Layer	Literacy	Math	Cut-Offs/Thresholds
Benchmark Data	1. Average Grades: 95% or higher 2. Keystone: 95th percentile or higher – Literature	1. Average Grades: 95% or higher 2. Keystone: 95th percentile or higher - Algebra I	1/2 Data Points in literacy (grade 9) 1/2 Data Points in Math

Level II**Screening for possible Evaluation**

Measure	3 points	2 Points	1 points	0 Points
Wechsler Abbreviated Scale of Intelligence (WASI-II)	130 - ↑ 98th-↑ %ile	125-129 95-97th%ile	120-124 92-94th%ile	119-↓ 91st %ile ↓
Teacher Input (formative)		130 -↑ General Intellectual Ability Scale	120 - 129 Language Arts and/or Math Scale	119-↓
Evidence of Masking Traits	5↑ Masking Traits	3-4 Masking Traits	1-2 Masking Traits	No Masking Traits
Cut-off/Threshold: 6/9 data points				Total

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

Each school district shall establish procedures to determine whether a student is mentally gifted. The Pottsville Area School District uses a multi-criteria process to determine whether students move to a gifted evaluation.

"Mentally gifted" refers to a person who has an IQ of 130 or higher or when multiple criteria as set forth in this chapter and in Department Guidelines indicate gifted ability. Determination of gifted ability will not be based on IQ score alone. Deficits in memory or processing speed, as indicated by testing, cannot be the sole basis upon which a student is determined to be ineligible for gifted special education. A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability. No one test or measure is sufficient to determine giftedness, and the evaluation and testing literature recognizes that there is a margin for error in any standardized testing. The standard error of measurement also applies when reporting IQ. Determination of mentally gifted must include an assessment by a certified school psychologist. Multiple criteria indicating gifted ability include:

- A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas.
- An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability.
- Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment.
- Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise.
- Documented, observed, validated, or assessed evidence of intervening factors.

Level III
Evaluation

Measure	3 points	2 Points	1 points	0 Points
Test of Cognitive Ability	130 ↑ FSIQ and/or GAI, verbal reasoning, or nonverbal reasoning index <i> automatic qualification</i>	125-129 FSIQ and/or GAI, verbal reasoning, or nonverbal reasoning index	120-124 FSIQ and/or GAI	119-↓
*Achievement Test	130 ↑ Math, Reading, and/or Writing	122-129 Math, Reading, and/or Writing		121-↓
CHUSKA		90%-100% Acquisition and Retention Scale	90% - 100% Acquisition or Retention Scale	89%-↓ Acquisition or Retention Scale
Teacher Rating		130 -↑ General Intellectual Ability Scale	120 - 129 Language Arts and/or Math Scale	119-↓
Parent Rating		130 -↑ General Intellectual Ability	120 - 129 Language Arts and/or Math Scale	119-↓

		Scale		
Evidence of Masking Traits	5 ↑ Masking Traits	3-4 Masking Traits	1-2 Masking Traits	No Masking Traits
Cut-off/Threshold: 11 or Higher				Total

If a student scores 11 or higher, the student meets the first prong of eligibility. The team will convene to review the data, as well as consider the second prong (in need of specially designed instruction).

- Are there any health (physical or mental) factors that impact this student's learning?
- Are there any familial variables that impact this student's learning?
- Is the student bi-lingual or is another language spoken in the home?
- Are there any concerns you have about this student's behavior in the classroom or school setting?
- Are there any concerns you have about this student's learning performance, output, and/or participation?
- Does the student currently receive any supports through Chapter 14 (IEP) or 15 (504)?

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 Pottsville Area School District provides a full range of acceleration and enrichment options that include programs aimed at meeting the intellectual and academic abilities and needs of students. Gifted education for each identified student is based on the unique needs of the student, not solely on the classification. Responsibility for the development, implementation, and plan revisions of each Gifted Individualized Education Plan is seen as a team effort between general education teachers, teachers of the gifted, and administration.

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Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X
Social Workers	X	X	X	X
Botvin Life Skills Curriculum (Wise Decision Making)	X	X	X	
Tide Task Force (Drug and Alcohol Prevention)	X	X	X	X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X
MTSS	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

School Calendar	X	X	X	X
Student Handbook	X	X	X	X
School Reach	X	X	X	X
School Marquee	X	X	X	X
Report card message system	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Certified school nurses	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Teachers regularly report to administration, guidance counselors, and the special education department regarding student progress. Appropriate academic or social accommodations are

recommended and implemented based on individual needs. This process of intervention is in place in all three buildings and is utilized in grades K-12.

Community Coordination

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

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

The Title I department at the elementary center conducts extensive meetings and coordinates curricular needs with all preschool programs that feed into kindergarten. They also provide excellent handouts to parents to help their preschool child develop academic and social skills necessary for a successful transition into kindergarten. Before the school year begins, the Kindergarten Lead Teacher provides a tour of the Elementary Center to incoming students from Child Development. During the visit, the Kindergarten Lead Teacher discusses kindergarten standards and expectations. As a follow-up event, the Child Development Pottsville Center holds a Breakfast Chat and invites parents of incoming kindergarten students to attend. The Kindergarten Lead teacher attends the Breakfast Chat to provide parents with information based on curriculum and skills students need to master prior to kindergarten admission. Parents are able to ask questions and receive immediate feedback during this event. District personnel and Child Development have established an excellent line of communication over the last several years. The district also provided transportation to and from daycare to assist parents. The middle school and high school offer tutoring programs designed to increase academic success. The middle school and elementary center also participate in the federally funded Schuylkill Achieve program aimed at increasing student interest in school through academic, sports, and recreational activities. At the high school, the vocational program and special education department offer students the opportunity to work in the community as a volunteer or a paid internship.

Preschool Agency Coordination

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

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

The district recognizes the IEPs of preschool students, and further evaluates their diagnoses to provide the most appropriate accommodations and services to support individual needs. The district also requires screening of all incoming kindergarten students to help identify students who have not been previously identified as having a disability. The district employs three school psychologists who help with this process.

The district does not operate any pre-kindergarten programs, but works closely with Schuylkill County Child Development preschool programs, as well as some privately owned preschool programs.

The Title I department at the elementary center conducts extensive meetings and coordinates curricular needs with all government supported and private preschool programs that feed into kindergarten. They also provide excellent handouts to parents to help their preschool child develop academic and social skills necessary for a successful transition into kindergarten.

Core Foundations

Professional Education

Characteristics

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

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

The District offers professional development training during each of the four teacher-contracted in-service days. Additionally, teachers are able to complete nine graduate credits to enhance the educators' content knowledge. Skyward, the District's data repository, allows leaders to make

informed decisions regarding professional development needs and plan activities to address needed services. A survey will be completed every August to determine the types of sessions requested by the faculty, as well as, the types of sessions teachers can lead in each building.

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

The district will work with the local IU, as well as, the local gifted teachers of other districts to help increase the professional development related to our gifted students. The gifted teachers from the district attend networking meetings at the IU. They disseminate the information to classroom teachers. Gifted education will be viewed as a main consideration in the upcoming school year. The district realized that the gifted education component needs to be more defined and followed with rigor and fidelity.

Professional Development

Pottsville Area SD Professional Development

Title:	Math CDT Training for Middle School Teachers
Description	An IU consultant will meet with middle school math teachers to review and analyze CDT data. Based on the CDT results, classroom teachers will adjust instruction to address students' weaknesses.
Person Responsible	Michael Maley
Start Date:	8/26/2019
End Date:	6/1/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	2.0
# of Sessions:	9
# of Participants Per Session:	6
Provider:	IU Consultant
Provider Type:	IU
PDE Approved:	Yes
Knowledge Gain:	The CDT reports are designed to provide a picture or snapshot of how students are performing in relation to the Pennsylvania Assessment Anchors & Eligible Content and Keystone Assessment Anchors & Eligible Content.

	Source: https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/Pages/Classroom-Diagnostic-Tools.aspx
Research & Best Practices Base:	<p>The purpose of the CDT is to provide information that will help guide instruction by providing support to students and teachers.</p> <p>Source: https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/Pages/Classroom-Diagnostic-Tools.aspx</p>
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers

	<ul style="list-style-type: none"> • Principals / Asst. Principals • New Staff • Other educational specialists
Grade Levels:	<ul style="list-style-type: none"> • Middle (grades 6-8)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans

**Pottsville Area SD
Professional Development**

Title:	ELA CDT Training for Middle School Teachers
Description	An IU consultant will meet with middle school ELA teachers to review and analyze CDT data. Based on the CDT results, classroom teachers will adjust instruction to address students' weaknesses.
Person Responsible	Michael Maley
Start Date:	8/26/2019
End Date:	6/1/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education
Hours Per Session	2
# of Sessions:	9
# of Participants Per Session:	6
Provider:	IU Consultant
Provider Type:	IU
PDE Approved:	Yes
Knowledge Gain:	<p>The CDT reports are designed to provide a picture or snapshot of how students are performing in relation to the Pennsylvania Assessment Anchors & Eligible Content and Keystone Assessment Anchors & Eligible Content.</p> <p>Source: https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/Pages/Classroom-Diagnostic-Tools.aspx</p>
Research & Best Practices Base:	<p>The purpose of the CDT is to provide information that will help guide instruction by providing support to students and teachers.</p> <p>Source: https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/Pages/Classroom-Diagnostic-Tools.aspx</p>
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for

	<p>struggling students.</p> <ul style="list-style-type: none"> • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
<p>For school or LEA administrators, and other educators seeking leadership roles:</p>	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
<p>Training Format:</p>	<ul style="list-style-type: none"> • Series of Workshops
<p>Participant Roles:</p>	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • New Staff • Other educational specialists
<p>Grade Levels:</p>	<ul style="list-style-type: none"> • Middle (grades 6-8)
<p>Follow-up Activities:</p>	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Joint planning period activities

Evaluation Methods:	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data• Review of participant lesson plans

**Pottsville Area SD
Professional Development**

Title:	PVAAS Training
Description	<p>The entire district receives training with utilizing PVAAS results to build goals and a grade level/departmental action plan to reach these goals.</p> <p>PVAAS Consultants meet with administration three times per year.</p> <p>Building administration meet with grade levels/departments two times per year.</p>
Person Responsible	Building Principals
Start Date:	9/17/2019
End Date:	6/1/2023
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Special Education, Gifted Education
Hours Per Session	1
# of Sessions:	25
# of Participants Per Session:	7
Provider:	PVAAS Consultants and building administration
Provider Type:	School Entity, IU, and PVAAS Statewide Core Team Member
PDE Approved:	Yes
Knowledge Gain:	<p>PVAAS provides a wealth of information to educators through a variety of reports within a web-based system. First, PVAAS provides information on the academic growth students have made in the most recently tested school year. Second, PVAAS provides information on students' possible academic performance, or achievement, on future assessments (PSSA, keystones, Advanced Placement, ACT, PSAT, and SAT) – called PVAAS Student Projections.</p> <p>Source: https://www.education.pa.gov/Documents/K-12/Assessment%20and%20Accountability/PVAAS/Methodology/PVAASMethodologies.pdf</p>
Research & Best Practices Base:	The methodology used in Pennsylvania for value-added assessment is based on the SAS® EVAAS® methodology, called Education Value-Added Assessment System

	<p>(EVAAS).</p> <p>Source: https://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PVAAS/Methodology/Pages/default.aspx</p>
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops • Live Webinar • Professional Learning Communities
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • New Staff • Other educational specialists

Grade Levels:	<ul style="list-style-type: none"> • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans

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:
6/3/2013 The majority of the district employees were trained on this date; however, as our staff changes, we are constantly training new employees. Yearly we have trainings to ensure that all employees have received the mandated trainings. Also, we will be giving our employees the updates throughout the years as new requirements become effective.
8/23/2017 During one of our initial in-service days before the start of school, we trained our educators and staff
The LEA plans to conduct the required training on approximately:
8/24/2022 During one of our initial in-service days before the start of school, we will

retrain our educators and staff

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:
11/14/2016 During one of our ACT 80 days, we provided educators with professional development in youth suicide awareness and prevention.
The LEA plans to conduct the training on approximately:
8/25/2021 During one of our initial in-service days before the start of school, we will retrain our educators and staff

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
Not Applicable for our school entity

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.
- 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

- 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.

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

The District utilizes a professional development survey through IU 29 to help ascertain the needs of the staff. District data is also evaluated through the use of an in-house survey and used to determine the academic needs related to PD priorities. Additionally, the District employs one instructional coach to ensure that best practices are being implemented in all classrooms. Through the use of the district differentiated supervision plan, SLOs, and other mandates/initiatives, the district will monitor and adjust professional development in terms of needs of the faculty.

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

The District plans to incorporate post professional development surveys utilizing Google Forms to evaluate the effectiveness of the training/strategy session. Up until this point, surveys have been conducted by the individual trainer--not a standard district-wide survey. After each session, evaluations will be given to participants to judge overall effectiveness of the session in order to aid in the improvement of information delivery. Participants will also complete an implementation evaluation to ensure the effectiveness of the professional development initiative.

Induction Program

Checked answers

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

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

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

The district partners with IU 29 to provide a thorough teacher induction program. After a two day in-service program, the inductee and mentor meet on a regular basis to ensure successful development of the program's goals, objectives, and competencies. The district also requires new employees to complete a technology meeting with the technology director in order ensure that they understand how to log onto all the district's online portals.

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

The district has incorporated all strategies.

Needs of Inductees

Checked answers

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

- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- Skyward Lesson Plans

Unchecked answers

None.

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

The Pottsville Area School District will utilize the Danielson Framework to evaluate all new and nontenured professional employees. New teachers will meet with lead/mentor teachers monthly to identify needs and discuss research-based instructional practices. Utilizing Skyward, lead teachers will assist the inductee in the dissection of their classroom data, to help diagnose strengths and weaknesses in student mastery. With this information, instruction will be adjusted to address learning gaps. New teachers will become part of their departments and the school-wide professional learning communities established in each building.

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

The district has selected the incorporation of all strategies.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Lead Teachers serve as mentors specific to the department or grade level of the inductee.

Unchecked answers

- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

Prior to the school year new teachers and their mentors attend two full days of intensive training at IU 29. During the year each inductee must attend additional monthly trainings at the IU along with follow-up required meetings with mentors and building administrators.

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

In kindergarten through fifth grade inductees and mentors have compatible schedules in which to meet. Unfortunately, in grades six through twelve schedules are not compatible, but teachers meet before or after school to complete required inductee tasks.

Induction Program Timeline

Topics	A	O	D	F	A	Jun-Jul											
	u	c	e	e	p												
	g	t	c	b	r												
	-	-	-	-	-												
	S	N	J	M	M												
	e	o	a	a	a												
	p	v	n	r	y												
Code of Professional Practice and Conduct for Educators	X	X	X	X	X	X											
Assessments	X	X	X	X	X	X											
Best Instructional Practices	X	X	X	X	X	X											
Safe and Supportive Schools	X	X	X	X	X	X											
Standards	X		X	X	X	X	X	X	X								
Curriculum	X			X	X	X	X	X	X								
Instruction	X				X	X	X	X	X	X							
Accommodations and Adaptations for diverse learners	X						X	X	X	X	X	X					
Data informed decision making	X						X	X	X	X	X	X					
Materials and Resources for Instruction	X						X	X	X	X	X	X	X	X			

If necessary, provide further explanation.

Participation in the induction program is a requirement for the first three years of employment with the district.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The IU conducts follow-up surveys to evaluate the effectiveness of the Induction program. Lead Teachers monitor the inductee, their lesson plans, and their progress on assigned tasks. Building administrators and the superintendent evaluate new teachers through formal and informal evaluations and walkthroughs.

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.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Schuylkill County Prison	Incarcerated	Pottsville Area School District	9
The Cloud Home	Nonresident	Pottsville Area School District and other districts in the county. Due to Mckinney, the students are now attending their home districts.	1
Schuylkill Women and Crisis	Nonresident	Pottsville Area School District	0
Bridge House	Nonresident	Pottsville Area School District	1

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Maple Avenues Campus	Special Education Centers	Life skills support, emotional support, sensory support, speech and language support, physical support, multi-handicapped support, alternative education, behavior intervention, partial hospitalization and day treatment	10
Behavioral Heath Associates	Approved Private Schools	Emotional support	21
Shenandoah Valley School District	Neighboring School Districts	Hearing Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	65	1
Justification: The therapist will service the students in groups per grade level, which means that students are not in groups with an age span of greater than 3 years.				
Locations:				
John S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: January 3, 2018***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	9	0.9
Locations:				
John. S. Clarke	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	9 to 10	1	0.1
Locations:				
John S. Clarke Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 9	7	0.87
Justification: Age waivers are completed at every IEP meeting.				
Locations:				
John S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 9	1	0.13
Justification: Age waivers are completed at every IEP meeting.				
Locations:				
John S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: ClassandPosition**Implementation Date: October 5, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 9	6	0.8

Justification: In order to meet the needs of the students, they are grouped per ability level. Even though there is an age span of greater than 3 years, the needs of the students can still be met. An age waiver was issued for the student outside of the three year age span.

Locations:				
John S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 9	1	0.2
Justification: Age waivers are completed at IEP meetings. Students are instructed at their instructional level, not grade level.				
Locations:				
John S. Clarke Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	15	1
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 14	11	0.55
Locations:				
D.H.H. Lengel 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	10 to 14	6	0.45
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 1, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 13	31	0.49
Locations:				
D.H.H. Lengel 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 8	33	0.51
Locations:				
John S. Clarke Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	4	0.3
Locations:				
D.H.H. Lengel 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	12	0.7
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	10	0.5
Locations:				
D.H.H. Lengel 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 12	8	0.5
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	7	0.35
Locations:				
D.H.H. Lengel 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	10 to 11	11	0.65
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 26, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	13	1
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 1, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	16	1
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 1, 2017***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 14	13	1
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	3	0.21
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	11	0.79
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 1, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 21	30	1
Justification: The students are seen on an individual basis or in a small group, in order to meet the needs of the students. Even though some students may not be within the age range, it is noted on their IEPs and the team agrees that the supports and services appropriately meet the students' educational needs.				
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	2	0.12
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	15	0.88
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 26, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 17	5	0.42
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 21	7	0.58
Justification: Age waivers are completed for the students. Depending on the class, students may be within the age variance.				
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 1, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 18	14	0.82
Justification: Although there is an age span of greater than 4 years on his caseload, the teacher does not see the students together in one class. The teacher services them per class. They are not serviced together.				
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	3	0.18
Justification: Although on paper there is an age span of greater than 4 years, the teacher does not service the students together in one class. she services them per grade level, so the students would not be in a class with an age span greater than four years.				
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	3	0.23
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	10	0.77
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 26, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	14 to 17	1	0.08
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 20	12	0.92
Justification: Even though there is an age span of greater than 4 years, the students' needs can still be met in the current placement. This does not affect the services and programs that the students receive. An age waiver was completed for the student that is not in the four year age span.				
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 20	6	0.3
Justification: Even though on the teacher's roster there are students with an age span of greater than 4 years, the students are not being serviced together. The teacher has students on his roster from grades 9-12 but they are not serviced together.				
Locations:				
Pottsville Area High	A Senior High School	A building in which General Education		

School	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	12	0.7
Justification: Even though on the teacher's roster there are students with an age span of greater than 4 years, the students are not being serviced together. The teacher has students on his roster from grades 9-12 but they are not serviced together.				
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 26, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	14	1
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2017

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	0.5
Locations:				
D.H.H. Lengel 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	8	0.5
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	8	0.5
Locations:				
D.H.H. Lengel 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	8	0.5
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #29 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 26, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	12	0.6
Locations:				
John S. Clarke 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%)	Emotional Support	5 to 7	3	0.2
Locations:				
John S. Clarke 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	5 to 7	4	0.2
Locations:				
John S. Clarke Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 25, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%)	Life Skills Support	14 to 21	9	0.82

but More Than 20%)				
Justification: The students' IEPs reflect that they are with students outside of the four year age range. The IEP team determined that even though there is more than a four year age range, it is still the most appropriate educational placement for the students.				
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 21	2	0.18
Justification: The students' IEPs reflect that they are with students outside of the four year age range. The IEP team determined that even though there is more than a four year age range, it is still the most appropriate educational placement for the students.				
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #33 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 13	6	1
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #34

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	8	1
Locations:				
John S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	10 to 14	31	0.5

	Support			
Justification: The speech therapist services students throughout the elementary center. However, she only services students within the same grade level for groups, so students in the group will not have an age span of more than 3 years.				
Locations:				
D.H.H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 20	33	0.5
Justification: The speech therapist services students in the high school. She sees them individually so they are not in a group with an age span of more than 4 years.				
Locations:				
Pottsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #36 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 11	17	1
Justification: The teacher provided life skills support services for the elementary center students. Age waivers are signed by the parent of the student that is out of the three year age span. Even though there is more than a three year age span, the students' needs can still be met in the classroom.				
Locations:				
John S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 10	8	0.5
Justification: The teacher provided emotional support services for the elementary center students. Age waivers are signed by the parent of the student that is out of the three year age span. Even though there is more than a three year age span, the students' needs can still be met in the classroom.				
Locations:				
John S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 10	10	0.5
Justification: The teacher provided emotional support services for the elementary center students. Age waivers are signed by the parent of the student that is out of the three year age span. Even though there is more than a three year age span, the students' needs can still be met in the classroom.				

Locations:				
John S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* January 3, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	32	0.8
Justification: The teacher pulls the students out per grade level. There will never be a group of students with more than a three year age span.				
Locations:				
John S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 10	3	0.2
Justification: The teacher pulls the students out by grade level. There will not be a group with an age span of more than three years.				
Locations:				
John S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Program Position #39 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* January 3, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	7	0.8
Locations:				
John S. Clarke	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	1	0.2
Locations:				
John S. Clarke Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #40

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	11	1
Locations:				
John S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Program Position #41 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	18	1
Locations:				
John S. Clarke Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #42 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	65	1
Justification: The speech therapist only see students within the same grade level. They do not mix multi aged students.				
Locations:				
John S. Clarke Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #43 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 26, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	65	1
Justification: The speech therapist only see students within there grade level. They do not mix grade levels when servicing students.				
Locations:				

John S. Clarke Elementary Center	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #44 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 27, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 10	2	0.11
Justification: The teacher does not see the students together. She sees them on an individual basis.				
Locations:				
John S. Clarke Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	14 to 14	1	0.11
Locations:				
D. H. H. Lengel 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	Blind or Visually Impaired Support	17 to 19	3	0.11
Locations:				
Pottsville Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #45 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 27, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 10	3	0.12
Justification: The teacher sees the students individually. He/She does not see them together.				
Locations:				
John S. Clarke Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	10 to 13	3	0.12
Locations:				
D.H.H. Lengel	A Middle School	A building in which General Education		

Middle School	Building	programs are operated		
Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	17 to 18	1	0.12
Locations:				
Pottsville Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #46 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 20, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 10	8	0.8
Justification: Due to the needs of the students, the students will be in a class together but may not be grouped together. There will be age waivers added to IEPs for students that are not within the three year age range.				
Locations:				
John S. Clarke	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	1	0.2
Locations:				
John S. Clarke Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

Program Position #47 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 26, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	17	1
Locations:				
D. H. H. Lengel Middle School	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher
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		FTE
School Psychologist	John S. Clarke Elementary Center	1
School Psychologist	D.H.H. Lengel Middle School	1
Social Worker	John S. Clarke Elementary Center	1
Social Worker	D.H.H. Lengel Middle School	1
Social Worker	Pottsville Area High School	1
Occupational Therapy	John S. Clarke Elementary Center, D.H.H. Lengel Middle School, Pottsville Area High School	0.33
School Psychologist	High School	1
Director of Special Education	D.H.H. Lengel Middle School, John S. Clarke Elementary School	1
Supervisor of Special Education	D.H.H. Lengel High School, Pottsville Area High School	1
Part time paraprofessional support	John S. Clarke	13
Full Time Paraprofessionals	John S. Clarke	5
Full Time Paraprofessionals	D.H.H. Lengel Middle School	4
Part time paraprofessional support	D.H.H. Lengel Middle School	13
Full Time Paraprofessionals	Pottsville Area High School	5
Part time paraprofessional support	Pottsville Area High School	9
Occupational Therapy	D.H.H. Lengel Middle School	0.33
Occupational Therapy	Pottsville Area High School	0.33

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Orientation and Mobility	Intermediate Unit	1 Hours
Physical Therapy	Outside Contractor	10 Hours
Occupational Therapy	Outside Contractor	1 Days
Hearing Support	Intermediate Unit	6 Hours

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).

Affirmed by Karen Rismiller on 5/3/2019

Board President

Affirmed by Jeffrey Zwiebel on 4/15/2019

Superintendent/Chief Executive Officer