Line Mountain SD

District Level Plan

07/01/2016 - 06/30/2019

District Profile

Demographics

185 Line Mountain Road
Herndon, PA 17830
(570)758-2640
Superintendent: David Campbell
Director of Special Education: Amy Dunn

Planning Process

The district is using a collaborative and compartmental process including district employees and community members. The process began spring of 2012 with the administrative team receiving training at our IU (#16), and bringing information back to our staff. The selection of of people serving on the committe was a blend of the recommendations from our trainings and recommendations from our Curriculum Council and Professional Development committee members through the spring of 2012, and the goal is to complete the comphrehensive plan by winter 2012/2013..

Meetings have been held for Staff on all professional development days, with the Curriculum Council, and th Professional Development committees having met monthly during February, March, April, May, & october of 2012. Communication will be holistic scope; through use of the district web-site, continual communications with all staff members.

Revisions where completed by getting hard copies to members of the team for them to make their revisions. On Tuesday, October 4, 2016, 12 members of the team including all 5 district administrators inputted all the revisions.

Mission Statement

Line Mountain's mission is to be a District where we are preparing all students for life.

Vision Statement

Line Mountain School district needs to be recognized as a highly regarded, student-centered educational entity, which prepares students for their future endeavors as life long learners.

Shared Values

Although the district is committed to Pa Standards Based Curriculum and imbedding the Common Core Standards the district has adapted four shared values; which is the guide post to our community beliefs. The three non-negoitable shared values can be found throughout our district

and on the front page of our web-site. The Line Mountain Schools District opines that we are a district 1.) Where ALL students can learn; 2.) Where fair is NOT always equal; 3.) Where Assessment drives instruction & 4.) Failure is not an option.

These four values are the the tenets we encourage faculty, staff, students, & community to live by. Additionally we believe: All students will be given opportunities to develop individual goals and to achieve district/state standards. All students, parents, administration, and staff, should work together to create a safe and respectful school. The educational program must adapt to the changing needs of the local/global community. The education program should provide application to real world experiences for all students.

Educational Community

The Line Mountain School District is a small, rural district serving the southern portion of Northumberland County. The district covers an area of 154.5 square miles. Line Mountain serves an approximate resident population 9,000 residents.

Economically the district is a blue collar bedroom community, with most employment outside of the agricultural industry and several small businesses the majority of residents commute to work in the Harrisburg beltway area. The school district itself is the largest employer in the community, including 93 teachers, 6 administrators, with an additonal 75 full and part time ancillary staff members.. As of 2009, residents' per capita income was $16,400, while the median family income was $41,919 a year.

The schools are seen as the hub of our community, as our community does not have a public library, theatre, or YMCA. The district currently has 1,260 students, which is approximately15% of the total community population. The community supports a large array of school sponsored activities including, the fine and performing arts, athletics, community days, craft shows, open houses for our libraries, and gymnasiums.

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Planning Committee

Name	Role
David Campbell	Administrator : Professional Education
Amy Dunn	Administrator : Special Education
Jeanne Menko	Administrator : Professional Education
Jeff Roadcap	Administrator : Professional Education
Mike Martz	Business Representative : Professional Education
Brett Schadel	Business Representative : Professional Education

Marilyn Kauffman	Community Representative : Professional Education
Diane Schreffler	Community Representative : Professional Education
Carole Kruskie	Ed Specialist - School Counselor : Professional Education
Joanne Snyder	Ed Specialist - School Nurse : Professional Education
Jill Lundy	Elementary School Teacher - Regular Education : Professional Education
Beth Reed	Elementary School Teacher - Regular Education : Professional Education
Crystale Straub-Moyer	Elementary School Teacher - Regular Education : Professional Education
Amy Hess-Sprenkle	Elementary School Teacher - Special Education : Special Education
Danielle Koser	High School Teacher - Regular Education : Professional Education
Amy Zartman	High School Teacher - Regular Education : Special Education
Alan Zelnick	High School Teacher - Regular Education : Professional Education
Danielle Mowery	High School Teacher - Special Education : Special Education
Cynthia Fessler	Instructional Coach/Mentor Librarian : Professional Education
Jamie Bolinsky	Middle School Teacher - Regular Education : Professional Education
Melanie Fowler	Middle School Teacher - Regular Education : Special Education
CarolLynn Kahler	Middle School Teacher - Regular Education
Mark Shearer	Middle School Teacher - Regular Education : Professional Education
Heather Troutman	Middle School Teacher - Special Education : Special Education
Angie Carl	Parent : Special Education
Lauren Hackenburg	Parent : Professional Education
Jennifer Laudenslager-Leitzel	Parent : Special Education
Jodi Lenker	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Non Existent
Career Education and Work	Non Existent	Non Existent
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Non Existent	Non Existent
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	Accomplished	Accomplished

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

Arts and Humanities, Career Education and Work, Environment and Ecology, and Family and Consumer Science are all offered but Common Core Standards for K-2 are not available at this time.
Family and consumer Sciences is offered to students in the district 7th -12th. We are consolidating schools and with the 5th 7 6th grade students heading to the Jr/Sr high School in establishing a Middle School (5-8) concept may have future opportunities for FCS.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment

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

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

This narrative is empty.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	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	Accomplished	Accomplished
Health, Safety and Physical Education	Developing	Developing
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
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	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Developing	Developing

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics

- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Elementary Education-Intermediate Level

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

Middle Level

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

High School Level

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

- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

Standards are determined by Pennsylvania Department of Education, transitioning to common core standards

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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:

This narrative is empty.

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:

This narrative is empty.

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.	Developing

Processes used to ensure Accomplishment:

Enhancements to curriculum pertaining to common core standards to meet requirements for graduation, changing with advancements in technology and education.

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

This narrative is empty.

Modification and Accommodations

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

Through the use of differentiated instruction, adaptations, scaffolding within student IEPs students of all ability levels are able to master the standards aligned curriculum.

Instruction

Instructional Strategies

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

    Regular Lesson Plan Review
    - Building Supervisors

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

The formal evaluations required by the state include; annual instructional evaluations, formal classroom observations, and walkthroughs targeted on instruction. Our district also implemented Instructional Coaching as bi-weekly professional development meetings for K-6 including the classroom teachers, special education teachers, and reading specialists. Grades 7-8 attend team meetings on a daily basis that include all of the grade level teachers and reading specialists.

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

The trust level does not exist at this time to allow for peer evaluations and coaching. Our district is working on developing a trustworthy work environment.

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

Rigorous advertisement, application review, and interview process to ensure the most higly qualified and effective teachers are secured for our student population.

Assessments

Local Graduation Requirements

Course Completion	SY 16/17	SY 17/18	SY 18/19
Total Courses	21.00	21.00	21.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	0.50	0.50	0.50

Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	5.00	5.00	5.00
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:

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

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

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

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

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

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

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

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

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

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			X	
Geography		X			X	
Health, Safety and Physical Education	X	X			X	
History		X	X		X	
Science and Technology and Engineering Education	X	X	X		X	X

World Language		X			X	

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
End of the Theme Harcourt Reading Assessments, Reading and Language Skills Assessments, Go Math Assessment, Harcourt Science Assessments, Teacher made rubrics		X		
End of unit assessments, Reading and Language Skills Assessments, Math assessments that correlate to math text,			X	
DIBELS, Report Card Skills, Reading and Language Skills Assessments, Success Maker, Reading Eggs, Study Island	X			

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS, DIBELS Daze, Study Island, Words their way, AIMES, running records		X		
Study Island,			X	
DIBELS, Running Records, Oral Assessments,	X			

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher made rubrics, group projects, Harcourt Reading End of story assessments, Saxon Math Assessments, Harcourt Science End of Unit		X		
Teacher made rubrics for projects, End of chapter tests			X	
DIBELS,	X			

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Words Their Way, DIBELS, DIBELS Daze, Study Island, Running Records		X		
Read Naturally, Words Their Way, Study Island			X	
DIBELS, Words Their Way, DRA's/Running Records	X			

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

Provide brief explanation of your process for reviewing assessments.

The district uses professional development time to assess the validity of local assessments. Time is spent reviewing the best forms of assessment for our district. We also have a curriculum council committee that reviews assessments that align with our curriculum. At the Elementary level we also have professional development grade level meetings bi-weekly to review and analyze assessment data and determine student needs. We also discuss instructional strategies, grouping of students based on needs, and assessments during our meetings.

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.

This narrative is empty.

Collection and Dissemination

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

At the Elementary Level K-4, data is collected through DIBELS, Study Island, and E-metric. Our Data team meets every other month to review and analyze all of our assessment results with the building principal. Our reading specialists then take the data from the multiple systems and share results with classroom and special education teachers at our bi-weekly professional development meetings. Our Elementary Principal takes the data results and analysis to the District Administrator.
At the Middle and Secondary Levels they are developed by departments and presented top the principal by the individual department heads. The principal then takes the proposals to our Curriculum council who approves the proposals to go for School Board approval.

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.

At the Elementary level K-4, after we share data in our RtII meetings our reading specialists share the assessments with the classroom and special education teachers. This small grade level team then analyzes the data and looks for areas of student need and remediation. Our reading groups are then reviewed and changes are made according to student needs. As a team we discuss and determine what students will need Tier 3 remediation support and which students will need to be progress monitored bi-weekly.

At the Middle and Secondary level we use team teaching and team time to identify and plan remediation for students which includes modified reading instruction, tutoring, and study skills mentoring, and study island bench marking.

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
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Teachers use progress monitoring with various tests/programs throughout the context areas. The data from assessments is utilized to modify and adjust instruction on an individual level as well as with small group instruction.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

Parents receive standardized test results with explanation how to read the results of the assessments. The district provides links to the PDE an AYP websites on our district website.

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

Course planning guides are not provided for grades K-8 because students have a predesigned course of instruction.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The Jr/Sr High School 7-12 offers after-school tutoring, student assisance, OLWEUS program, Study Island, Title I Reading, Reading tutoring/remediation at the high school level. Benchmarking to examine student weaknesses to determine instructional strategies to aid students in achieving proficient levels.
The Elementary School K-6 works within an RtII framework to maintain student ahievement.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
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:

In lieu of the resource office each buildings safety comunity at Line Mountain Elementary, and Line Mountain Middle School and High School will continue to meet with the State Police and Local Law enforcement to review and improve safety procedures.

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.)

The school counselors review standardized achievement tests and PSSA results. The counselors disseminate lists of students who qualify for gifted screening to the classroom teachers. Parent permission is secured and students are screened using the KBIT assessment. Students who qualify for further testing are then evaluated by the school pyschologist. Parents can request testing as well. When a student qualifies as a gifted student, a parent conference is held and a GIEP is developed.

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

Look at scores from Dibels & PSSA.,

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

Chapter 15 Criteria.

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.

Dual enrollment, job shadowing, E-Force club

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
Speech Therapy	X	X	X	X
OT/PT Services	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
Title 1	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				
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Directors				
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

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

Child Study meetings and Child Study Teams hold meetings with various personnel that provide services for our students. These meetings would incorporate individuals such as

speech therapist, occupational therapist, TSS workers, social workers, parents, counselors, special education teachers, reading specialists, teachers, etc.

Community Coordination

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

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

1. Within our district we have Head Start, Pre-K Counts, 1 local pre-school, and 2 local day cares. We have invited staff of these agencies to Kid Writing Training and in-services. Staff members have attended parent nights at some of these local agencies to discuss expectations and procedures. The Head Start and Pre-K counts programs are housed within our buildings to ease coordination efforts.
2 & 4. After school programs/Tutoring: Tutoring is offered three days a week with qualified teachers in most content areas. During one tutoring session, students also have the opportunity to use computers or other library resources to aid in homework.

Preschool Agency Coordination

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

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

1. An Early Intervention Transition to Kindergarten meeting is held yearly to prepare for students who will need supports and accommodations. IEP meetings are held prior to the school year for children previously identified.
2. Head Start and Pre-K counts through the CSIU are housed in district buildings. Our district plans to start a summer library program for both school-age and preschool children living within the district.
3. Kindergarten Registration is held in the spring. Parents provide and/or are introduced to transportation and medical information while students go through a screening.

Welcome to Kindergarten night is held mid summer. The students have a story time in the library, snack/walk through cafeteria, ride the bus, and play together on the playground where observations are made.

Parents are informed on procedures by kindergarten teachers, school nurse, PTO and the cafeteria.

Kindergarten Orientation is held the first day of school. Children and parents come in individually or in small groups to meet the teacher, see the room, and tour the building.

PTO Open House is held the 1st month of school to cover other transition information as needed.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Educators are always developing, to align support and differentiate as needs arise

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

There is a budget set aside for ordering and maintaining instructional materials and resources. We are constantly researching current instructional materials and strategies. Our district already has access to the DIBELS website, E-metric system, Study Island, PVASS, and PSSA results which then provides us with a view of materials needed. By the fall of 2013, every classroom will be equipped with a white board, projector, and software for up-to-date instruction.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

We utilize technology to support instruction and alignment with standards in programs such as Study Island, Read Naturally and SRA's. We use Dibels assess and monitor progress in reading. We have RTII groups to address student needs and data analysis to better improve instruction.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The school budget allows teachers and administrators to provide up-to-date learning materials and provides professional development opportunities. In addition, differentiated instruction provides learning opportunities for diverse levels of students.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Level of Implementation is Unknown
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Level of Implementation is Unknown
PA Core Standards: English Language Arts	Level of Implementation is Unknown
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Level of Implementation is Unknown
PA Core Standards: Mathematics	Level of Implementation is Unknown
Economics	Level of Implementation is Unknown
Environment and Ecology	Level of Implementation is Unknown
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Level of Implementation is Unknown
Health, Safety and Physical Education	Level of Implementation is Unknown
History	Level of Implementation

	is Unknown
Science and Technology and Engineering Education	Level of Implementation is Unknown
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation is Unknown
Early Childhood Education: Infant-Toddler→Second Grade	Level of Implementation is Unknown
English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Level of Implementation is Unknown

Further explanation for columns selected "

Our K-4 teachers have been introduced to the SAS standards, but have not had additional training in utilizing all aspects of the SAS standard website. There is a plan in place to provide professional development in order to learn about the Common Core standards as well as how to implement materials and resources into teacher instruction.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Level of Implementation is Unknown
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Level of Implementation is Unknown
PA Core Standards: English Language Arts	Level of Implementation is Unknown
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Level of Implementation

	is Unknown
PA Core Standards: Mathematics	Level of Implementation is Unknown
Economics	Level of Implementation is Unknown
Environment and Ecology	Level of Implementation is Unknown
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Level of Implementation is Unknown
Health, Safety and Physical Education	Level of Implementation is Unknown
History	Level of Implementation is Unknown
Science and Technology and Engineering Education	Level of Implementation is Unknown
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Level of Implementation is Unknown

Further explanation for columns selected "

Our K-4 teachers have been introduced to the SAS standards, but have not had additional training in utilizing all aspects of the SAS standard website. There is a plan in place to provide professional development in order to learn about the Common Core standards as well as how to implement materials and resources into teacher instruction.

Middle Level

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

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

Further explanation for columns selected "

This narrative is empty.

High School Level

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

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

	district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

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	X	X	X	X

academic standards.				
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	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 Line Mountain School District provides to faculty the ability to communicate with parents, and other faculty members in order to insure effective educational practices. In addition, inservice and other professional opportunities are provided.

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:
3/5/2016 Family Support Alliance Act 126
The LEA plans to conduct the required training on approximately:
8/22/2017 new employee training

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:
9/8/2015 Edu Planet was the resource

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

Questions

The LEA has conducted the training on:
10/10/2016 District wide In-service day

Strategies Ensuring Fidelity

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

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

We have professional development days in which we discuss best practices and analyze data to target areas of need and improvement. After in-service activities teachers evaluate the affectiveness of the activities and information provided.

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

This narrative is empty.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

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

Our Professional Development Committee will be reassessing and developing a new induction program to update to current Educational Practices.

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

This narrative is empty.

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Classroom assessment data (Formative & Summative).

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

- Review of inductee lesson plans.

- Submission of inductee portfolio.

- 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 District Induction Team will review the completion of the Induction process. The building principal reviews the indcutee portfolio and the mentor/inductee activity log and evaluations.

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

Due to the recent budget constraints, we have not had any inductees in the past four years. This area will be addressed by the Professional Development Committee.

Mentor Characteristics

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

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

All professional employees in the school district who hold an Instructional II certificate are eligible to be mentors.
All teachers interested in being considered for the pool of mentor teachers are encouraged to complete a Mentor teachers will be approved by the Professional Development Committee and will be assigned by the building principal.

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

This narrative is empty.

Induction Program Timeline

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

If necessary, provide further explanation.

Induction Program needs to be updated.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The evaluation of the Induction program will be evaluated by the following procedures:
* A mid-year evaluation form will be distributed to mentors and new teachers and reviewed by the Supervisor of Curriculum and Instruction.
* The mentor teacher will maintain and submit all written requirements to the building principal.
* The District induction Team will review the completion of the Induction process. The Superintendent, Supervisor and of Curriculum and Instruction will review and approve the completion of the Induction Logs and Induction activities as defined in the program. All new teacher activity logs and evaluations, as well as the mentor/teacher evaluations will be maintained at the district office.
* Building principals will make recommendations to the supervisor of Curriculum and Instruction to continue the Induction Program for the new teachers or to recommend completion of the program after one year.
* Upon completion of the program, a certificate will be awarded to the new teacher and a copy maintained in the teacher's professional file.

Recording Process

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

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

- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **165**

Identification Method

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

The Line Mountain School District uses public outreach and awareness to locate and identify children thought to be eligible for special education within the school district's jurisdiction. Annual Public Notice of identification activities are published in the local newspapers, in the student handbook, and on the school district website.
A system of screening is used to identify students who may need interventions or special education. Screening or early intervening activities do not block the parent's right to request an evaluation at any time.
The evaluation process gathers information that will be used to determine if a child needs special education. The evaluation may be conducted by a school psychologist or another qualified professional (ex. Speech or Hearing Specialists) when appropriate. The evaluation team develops an Evaluation Report (ER) that tells if a child is eligible for special education services.The entire evaluation process must be completed within 60 calendar days (not including summer vacation).
The Line Mountain School District uses the discrepancy model for identifying students with specific learning disabilities.

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

In reviewing the Enrollment Difference Status of Line Mountain School District, no significant disproportionalities have been found.

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?

Line Mountain School District is not a host district under Section 1306 of the Public School Code.

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).

Line Mountain School District does not have a facility for incarcerated youth within the school district boundaries.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Line Mountain School District follows a procedure for determining Educational Placement based on the Least Restrictive Environment for each student.

IEP Meetings and Educational Placement -

The IEP team will begin educational placement discussions with a consideration of the regular education classroom with supplementary aids and services. The benefit from educational services is measured by progress toward the IEP goals and objectives, not by mastery of the general education curriculum. Special education placement in a more restrictive environment cannot be justified solely on the basis that the child might make greater academic progress outside the regular education environment.

The IEP team will adhere to the following when making educational placement decisions:

- A Free and Appropriate Public Education (FAPE) must be provided to every student with an IEP.
- Students will not be removed from regular education classrooms solely because of the severity of their disabilities
- When students with disabilities need specially designed instruction or other supplementary aids and services to benefit from participating in regular education classrooms, as required in their IEP, the school district is obligated to ensure that those services are provided.
- The team must determine whether the goals in the student's IEP can be implemented in regular education classrooms with supplementary aids and services before considering removal from the regular education classroom.

The IEP team will discuss the following items when determining educational placement:

- What efforts have been made to accommodate the child in the regular classroom.
- What additional supplementary aids and services in the regular classroom are possible.
- What are the educational benefits available to the child in the regular classroom.
- Are there possible significant and negative effects of the child's inclusion on the other students in the class.

Specialized Settings-

For some students, the IEP team may conclude that a more specialized setting is necessary for the delivery of FAPE. An IEP team may choose a more specialized setting if:

-The student will receive greater benefit from education in a specialized setting than in a regular class.
- The student is so disruptive as to significantly impair the education of other students in the class.
- The cost of implementing a student's IEP in the regular classroom will significantly affect other children in the school district.

Extra-Curricular Involvement -
The school district will include the student in school programs with non-disabled children to the maximum extent appropriate. These may include but are not limited to extra-curricular activities, assembly programs, recess, lunch, and homeroom.
Enhancing and Expanding the continuum of supports/services and educational placement options within the school district-
The Line Mountain School District has made many efforts to replicate successful programs using evidence based models and training from PDE, PaTTAN and the Central Susquehanna Intermediate Unit #16 (CSIU). The school district has participated in a district level self assessment for supports for inclusive practices. The self assessment yielded top priorities for increasing our inclusive supports; Resource Allocation and Positive Behavioral Support.To address resource allocation, the school district has participated in training on complex needs and has expanded teacher teaming time. The special education teacher is part of the teacher teaming time and is integral in working with the general education teacherrs to implement supplementary aids and services for students with disabilities. The school district has received on site training on Functional Behavior Assessments (FBA) and positive behavior support plans (PBSP) from the CSIU. The CSIU has continued to support our school district with individual consultations for teachers who are completing FBAs and developing PBSPs. This partnership between the school district and the CSIU has increased the supports for students with behavioral challenges in the general education classrooms. Another area where the school district has expanded supports is in communication and assistive technology. The school district and the IU have worked collaboratively to provide additional speech and language support services and assistive technology to students with disabilities. The additional speech and language services have allowed for more early elementary students to attend classes in their neighborhood school and in the general education classrooms. The school district has eliminated the need for young students to attend out of district programs to meet their significant speech and language needs. The school district has implemented the use of Ipads and Ipods in in the speech and language and life skills support programs. Many students are using this technology in speech class and for alternative communication devices. The IU has provided training for the school district's teachers and parents on these devices.

Current LRE Data (2012-2013) Indicator 5: Educational Environments

SE Inside Regular Class 80% or More: Line Mountain SD-80.7%, State-62.1%, SSP Target-65% Line Mountain SD met SPP Target.
SE Inside the Regular Class Less Than 40% and SE in Other Settings were not reported for Line Mountain SD due to small group size.

Supplementary Aids and Services

Collaborative **(**
Adults working together to support students)

Scheduled time for coplanning and team meetings

Instructional arrangements that support collaboration (e.g., coteaching, paraprofessional support)

Training for team members and parents in the use of assistive technology for an individual student

Scheduled opportunities for parental collaboration

The IEP teams collaborate in the development and delivery of SaS

Instructional (Development and delivery of instruction)

Providing modified curricular goals

Providing alternate ways for students to demonstrate learning

Providing test modification

Providing alternate materials and/or assistive technology

Providing instruction on functional skills in the context of the typical routines in the general classroom

Changing method of presentation

Providing research-based supplementary materials

Providing instructional adaptations

Physical (Adaptations and modifications to the physical environment)

Furniture arrangement in environments

Specific seating arrangements

Individualized desk, chair, etc.

Adaptive equipment

Adjustments to sensory input (e.g., light, sound)

Environmental Aids (e.g., classroom acoustics, heating, ventilation)

Structural Aids (e.g., wheelchair accessibility, trays, grab bars)

Evacuation Chairs

Social-Behavioral (Supports to increase appropriate behavior)

Social skills instruction

Counseling supports

Peer supports (e.g., facilitating friendships)

Individualized behavior support plans

Modification of rules and expectations

Cooperative learning strategies

Behavior Support Services

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

Behavior support programs and techniques which are used with students with disabilities should be varied and designed to develop and maintain skills that will enhance a student's opportunity for learning. Potential causes of behavior problems such as physical/medical conditions, environmental factors, and staffing/program concerns should be reviewed before developing a specific behavior support program for any student. The Individual Education Plan (IEP) of each eligible student with disabilities who exhibits behavior problems which interfere with his/her ability to learn must include provisions for a behavior management program in accordance with Chapter 14 of the current special education regulations and standards. Behavior support shall be positive in nature. The technique/intervention chosen for a particular student should be the least intrusive necessary. Aversive techniques, restraints, or discipline procedures may not be used as a substitute for a behavior support program. Restraints may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students, or to employees and only when less restrictive techniques have been less effective. If restraints are needed to control aggressive behavior of an individual student, the IEP team must review the current IEP for appropriateness and effectiveness. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment.

The school district provides training on the use of Functional Behavior Assessments and the development of Positive Behavior Support Plans annually. Line Mountain School District partners with the Central Susquehanna Intermediate Unit (CSIU) for individual sessions of behavior consulting. The CSIU provides behavioral consulting to the staff of Line Mountain School District to assist with functional behavior assessments and positive behavior support plans for individual students. The special education staff at Line Mountain School District receive certification/recertification annually on de-escalation techniques and Safe Crisis Management. The school district has three staff that are certified through JKM Training to provide de-escalation and positive behavior support training. These three staff members attend JKM Training annually to become certified De-Escalation and Safe Crisis Management instructors.

Line Mountain School District is partnered with Northumberland County Behavioral Health and collaborates through children's clinics to facilitate families' access to Mental Health Services.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Line Mountain School district has not experienced difficulty with ensuring FAPE for a particular disability category. The school district provides special education for all disability categories and the IEP teams are careful to not place a student based on disability category alone. The IEP teams begin with examining placement in the general education curriculum with supplemental aids and services. If this option will not meet the student's needs, a continuum of placements is available to students with disabilities. The majority of students with disabilities in the Line Mountain School District are attending their neighborhood schools and have a continuum of options available. All students attending the school district participate in general education classes to varying extents. If the school district does not have a support or related service that is required by the IEP, the school district will contract with an outside agency (typically the CSIU) to bring the service into the neighborhood school. Line Mountain School District currently contracts with the CSIU for Occupational Therapy, Physical Therapy, Autistic Support, Hearing Support, and Speech and Language Support. Students receive these services within their neighborhood school.
 If the IEP team decides that the neighborhood school does not meet the student's needs, the team will explore continuum options offered through the local Intermediate Unit, New Story School, or in neighboring school districts. Line Mountain currently has students with disabilities placed in Autistic Support, Emotional Support, and Vocational Programs provided by the CSIU, NewStory School, or neighboring districts.
If a circumstance arises where a student with a disability is placed by an outside agency (Doctor, Behavioral Health, Courts), the school district supports the placement and treatment while remaining responsible to ensure that FAPE is provided.
If a student is difficult to place due to his/her significant needs, The IEP team explores alternative educational placements that offer the appropriate program. The IEP team participates in interagency collaboration to provide additional supports for the student and their family. Currently, Line Mountain School District participates in Interagency Collaboration with:
Northumberland County Behavioral Health and Intelectual Disabilities, Northumberland County Children and Youth, Northumberland County Juvenile Probation, Office of Vocational Rehabilitation, Parent to Parent, Keystone Human Services, Safety Net WrapAround Services, Behavioral Specialists, Inc. Arts Program, Center for Independent Living, the Central Susquehanna Intermediate Unit (Interagency Coordinator), Concern, Northwestern Human Services, and Medical Professionals.
When an IEP team identifies a student with a disability as hard to place, the Regional

Interagency Coordinator from PaTTAN is contacted and notified. The IEP team working within the Interagency Collaboration may produce more options for the student and his/her family.

Since the previous Special Education Plan, The Line Mountain SD has met it's goal of expanding the continuum of services to include a middle school Life Skills Support Program for grades 5-8. For the upcoming 2015-16 school year, the school district will be moving 1 special education teacher position from the middle school to the elementary school. This determination was made after evaluating caseload numbers and the students' needs. The change is refelcted in the program profile (Program Position #6).

Strengths and Highlights

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

SPP Strengths (
State Performance targets for 2012-2013 School Year)
100% Participation in Mathematics and 97.4% Participation in Reading for Statewide Assessments
Inside General Education class 80% or more of the day - State – 62.1%   SPP target – 65%
Line Mountain – 80.7%
No Disproportionate Representation by Race/Ethnicity or Disability Category

Special & Regular Education Collaboration Strengths

- School Counselors actively involved
- School Psychologist part of Child Study Meetings
- Student Assistance Team for At Risk Students
- Collaboration of coaches and advisors with special education staff increases extracurricular participation
- Co-teaching models between special & regular education
- Special Education Director and Principal Collaboration
- Team Concept Approach addresses all student needs

Strengths in Related Services

- Speech & Language Therapist added whole language groups for Life Skills Support Classrooms
- Trained Staff and Parents in use of Ipad/Ipod as Assistive Technology
- School Social Worker in District Daily
- Occupational and Physical Therapists in District Weekly
- Transportation needs met despite challenging geography

- Psychological Counseling services completed in timely and compliant manner
- Other professional related services provided by the CSIU in a professional and timely manner

Strengths in Secondary Transition

- Students opting to stay beyond graduation for additional programming
- Partnership with Work Foundations and NCCTC for career education and training
- Active participant in the Northumberland County Transition Council
- Yearly transition clinics and good relationships with adult agencies and service providers
- Community Based Instruction and Transition Field trips
- Work Experience Program for Students Provides the Support of a Job Coach
- Collaborative, On-Site Meetings with the Office of Vocational Rehabilitation (OVR)

Strengths in Early Childhood/Elementary Education

- Strong partnership with Early Intervention programs to smoothly transition preschoolers to school age programs
- Low student to special education teacher ratio in elementary grades
- Special and regular education teachers collaborating and developing curricular consistency for students with disabilities
– Use of Intervention texts and materials that coincide with grade level texts
- Additional interventions employed

Strengths in Curriculum & Instruction

- Small class sizes and low student to teacher caseload ratios
- High number of students participate in General Education Curriculum
- Team concept with special education teachers as active participants of the team
- IEP goals based on standards with Aimsweb, Fuchs and Fuchs, Read Naturally, and classroom assessments used for progress monitoring

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

- School Rules (in compliance with § 12.3)

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

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

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

- Freedom of Expression (in compliance with § 12.9)

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

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

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

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

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

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

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

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

- Acceptable Use Policy for Technology Resources

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

Special Education Assurances

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

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

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

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

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

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Work Foundations + (CSIU)	Special Education Centers	LSS	1
New Story School	Special Education Centers	AS and ES	5
Safety Net Partial Hospitalization Program	Other	ES	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 400 sq. ft.

Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)

Explain any unchecked boxes for facilities questions: This is a previously existing classroom

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Line Mountain Elementary (EM)	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	6 to 10	5	0.42
Justification: Age Waiver signed by parents after IEP team discussion to justify an age range of greater than 3 years.							
Line Mountain Elementary (EM)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 8	2	0.1

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 400 sq. ft.

Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)

Explain any unchecked boxes for facilities questions: This is a previously exisiting classroom

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Line Mountain Elementary (AHS)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	8	0.16
Line Mountain Elementary (AHS)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	3	0.15

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 400 sq. ft.

Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)

Explain any unchecked boxes for facilities questions: This is a previously existing program

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Line Mountain Elementary (JM)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	10	0.2
Line Mountain Elementary (JM)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 10	3	0.15

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 400 sq. ft.

Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)

Explain any unchecked boxes for facilities questions: This is a previously existing position

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Line Mountain Middle School (LS)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	12	0.24
Line Mountain Middle School (LS)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 12	1	0.05
Line Mountain Middle School (LS)	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	12 to 12	1	0.08

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 400 sq. ft.

Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)

Explain any unchecked boxes for facilities questions: This is a previously existing position

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Line Mountain Middle School (JS)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	2	0.04
Line Mountain Middle School (JS)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	7	0.35
Line Mountain Middle School (JS)	A Junior/Senior High School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 14	1	0.12

		programs are operated					

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 400 sq. ft.

Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)

Justification: Compliance for classroom size was marked as inappropriate.

Explain any unchecked boxes for facilities questions: This is a new classroom and position

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Line Mountain Elementary School (LM)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	11	0.22
Line Mountain Elementary School (LM)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	3	0.15

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 400 sq. ft.

Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)

Explain any unchecked boxes for facilities questions: This is an exisiting position

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Line Mountain Middle School (HT)	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	12 to 13	3	0.33
Line Mountain Middle School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	14 to 14	1	0.12

Program Position #8 - Proposed Program

     Operator: School District

     PROPOSED PROGRAM INFORMATION

          Type: Position

          Implementation Date: July 1, 2015

          Average square feet in regular classrooms: 400 sq. ft.

          Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)

          Justification: Compliance for classroom location was marked as inappropriate.

          Explain any unchecked boxes for facilities questions: This is an exisiting position

     PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Line Mountain High School (JN)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 15	2	0.04
Line Mountian High School (JN)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	10	0.2
Line Mountain High School (JN)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	9	0.45

Program Position #9 - Proposed Program

     Operator: School District

     PROPOSED PROGRAM INFORMATION

          Type: Position

          Implementation Date: July 1, 2015

          Average square feet in regular classrooms: 400 sq. ft.

          Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)

          Explain any unchecked boxes for facilities questions: This is an existing position

     PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Line Mountain High School (AL)	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	14 to 21	7	0.47
Justification: Parents have signed age waivers after IEP discussion to justify an age range greater than 4 years.							

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

    Type: Position

    Implementation Date: July 1, 2015

    Average square feet in regular classrooms: 400 sq. ft.

    Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)

    Explain any unchecked boxes for facilities questions: this is an exisiting position

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Line Mountain High School (RM)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 17	2	0.04
Line Mountain High School (RM)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Physical Support	15 to 15	1	0.07
Line Mountain High School (RM)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	14	0.7
Line Mountain High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	3	0.06

Program Position #11 - Proposed Program

    Operator: School District

PROPOSED PROGRAM INFORMATION

    Type: Position

    Implementation Date: July 1, 2015

    Average square feet in regular classrooms: 400 sq. ft.

    Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)

    Explain any unchecked boxes for facilities questions: This is an exisiting position

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Line Mountian High School (DM)	A Junior/Senior High School Building	A building in which General Education programs are	Itinerant	Learning Support	16 to 19	4	0.08

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
						operated	
Line Mountain High School (DM)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 19	10	0.5
Line Mountain High School (DM)	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	20 to 20	1	0.08
Line Mountain High School (DM)	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	17 to 17	1	0.05

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 400 sq. ft.

Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)

Explain any unchecked boxes for facilities questions: This is an exisiting position

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Line Mountain Elementary School (SK)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 10	32	0.49
Justification: Students receive this itinerant service in individual or small group settings. In these settings, the age range does not exceed 3 years.							

Program Position #13 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 400 sq. ft.

Square footage of this classroom: 400 sq. ft. (20 feet long x 20 feet wide)

Explain any unchecked boxes for facilities questions: This is an existing position

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Line Mountain Middle/High School	A Junior/Senior	A building in which	Itinerant	Speech and	10 to 21	18	0.27

(IU)	High School Building	General Education programs are operated		Language Support			

Justification: This itinerant service is delivered in individual or small group settings. In these settings, the age range is not greater than 4 years.

Program Position #14 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Position
> > *Implementation Date:* July 1, 2015
> > *Average square feet in regular classrooms:* 400 sq. ft.
> > *Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)
> > *Explain any unchecked boxes for facilities questions:* This is an existing position
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Line Mountain Elementary (IU)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	7 to 7	1	0.08

Program Position #15 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Position
> > *Implementation Date:* July 1, 2015
> > *Average square feet in regular classrooms:* 400 sq. ft.
> > *Square footage of this classroom:* 400 sq. ft. (20 feet long x 20 feet wide)
> > *Explain any unchecked boxes for facilities questions:* This is an existing position
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Line Mountain Elementary (IU)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	7 to 7	1	0.08
Line Mountain Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 18	5	0.42

Special Education Support Services

Support Service	Location	Teacher FTE

Special Education Director	Line Mountain School District Office	1
School Psychologist	Line Mountain School District Office	1
School Social Worker	All School District Buildings	1
Special Education Secretary	Line Mountain School District Office	1
Paraprofessionals	Line Mountain Elelmentary	8
Paraprofessionals	Line Mountain Middle/Senior High School	14

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Outside Contractor	4 Days
Physical Therapist	Outside Contractor	1 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:
Based on our school data we have a high special education student population, foster care students, and low socioeconomic status that impact the proficiency levels to meet AYP; however, we do not have enough of these populations to impact the factors that are used to determine AYP.

District Accomplishments

Accomplishment #1:
Changes to curriculum based on student needs, implementation of TITLE I reading, reading tutoring/remediation at the high school level, and alignment with the common core standards, prepration for Keystone Exams, implementation of bullying program, peer buddies, and after-school tutoring.

Accomplishment #2:
Our district has established an RtII committee which uses teacher leardership to analyze data which makes instructional and professional development decisions.

Accomplishment #3:
Line Mountain has instituted a school-wide positive behavior program, following Responsive Classroom.

Accomplishment #4:
All Elementary Schools have made AYP for the past 10 years, starting in the year 2002-2003.

District Concerns

Concern #1:

School safety, increasing student proficiency, special education services, class size, technology, materials, professional development especially relating to special education laws and regulations, inclusion, differentiation, enrichment, extra-curricular activities, parent involvement, and community involvement.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #12)* Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

> **Aligned Concerns:**
>
> > School safety, increasing student proficiency, special education services, class size, technology, materials, professional development especially relating to special education laws and regulations, inclusion, differentiation, enrichment, extra-curricular activities, parent involvement, and community involvement.

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

> **Aligned Concerns:**
>
> > School safety, increasing student proficiency, special education services, class size, technology, materials, professional development especially relating to special education laws and regulations, inclusion, differentiation, enrichment, extra-curricular activities, parent involvement, and community involvement.

Systemic Challenge #3 *(Guiding Question #13)* Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

> **Aligned Concerns:**
>
> > School safety, increasing student proficiency, special education services, class size, technology, materials, professional development especially relating to special education laws and regulations, inclusion, differentiation, enrichment, extra-curricular activities, parent involvement, and community involvement.

District Level Plan

Action Plans

Goal #1: The use of parameters through the analysis of data from resources available in PVAAS, emetric, and Study Island Benchmarking to identify the need for remediation/tutoring.

Related Challenges:

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

- Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

- Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

Indicators of Effectiveness:

Type: Interim

Data Source: PVAAS, emetric, Study Island benchmarking

Specific Targets: performace of proficiency

Strategies:

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

Data driven decision making

Description:

we are using data from emetric, pvass, and our school performance profile.

SAS Alignment: Curriculum Framework, Standards, Assessment, Instruction, Materials & Resources, Safe and Supportive Schools

5 Characteristics for High Quality Professional Development

Description:

"According to the research, high-quality professional-learning opportunities for teachers contain the following five characteristics:

- Aligns with school goals, state and district standards and assessments, and other professional-learning activities.
- Focuses on core content and modeling of teaching strategies for the content.
- Includes opportunities for active learning of new teaching strategies.
- Provides the chance for teachers to collaborate.
- Includes follow-up and continuous feedback.

Dr. Jana Hunzicker, Assistant Professor, Department of Teacher Education, Bradley University, June 2010." (Source http://files.eric.ed.gov/fulltext/ED510366.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Safe and Supportive Schools

25 Quick Formative Assessments for a Differentiated Classroom

Description:

Scholastic: Judith Doge - Formative assessments are ongoing assessments, observations, summaries, and reviews that inform teacher instruction and provide students feedback on a daily basis (Fisher & Frey, 2007). While assessments are always crucial to the teaching and learning process, nowhere are they more important than in a differentiated classroom, where students of all levels of readiness sit side by side. Without the regular use of formative assessment, or checks for understanding, how are we to know what each student needs to be successful in our classroom? How else can we ensure we are addressing students' needs instead of simply teaching them what we think they need? (Source: http://store.scholastic.com/content/stores/media/products/samples/21/9780545087421.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Assessment

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

25 Quick Formative Assessments for a Differentiated Classroom

Description:

Scholastic: Judith Doge - Formative assessments are ongoing assessments, observations, summaries, and reviews that inform teacher instruction and provide students feedback on a daily basis (Fisher & Frey, 2007). While assessments are always crucial to the teaching and learning process, nowhere are they more important than in a differentiated classroom, where students of all levels of readiness sit side by side. Without the regular use of formative assessment, or checks for understanding, how are we to know what each student needs to be successful in our classroom? How else can we ensure we are addressing students' needs instead of simply teaching them what we think they need? (Source: http://store.scholastic.com/content/stores/media/products/samples/21/9780545087421.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Assessment

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Autism

Description:

Line Mountain School District will provide professional development for teachers on stategies and positive behavior support for students with Autism within the General Education classroom. The school district will work with the CSIU Autism consultant to provide the training.

Start Date: 7/1/2015   **End Date:** 6/30/2018

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

Supported Strategies:

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

- Data driven decision making

- 5 Characteristics for High Quality Professional Development

- 25 Quick Formative Assessments for a Differentiated Classroom

- 25 Quick Formative Assessments for a Differentiated Classroom

Behavior Support

Description:

1. Staff will receive annual training on De-escalation Techniques and Safe Crisis Management.

2. Special Education Staff will maintain their previous training on performing Functional Behavior Assessments and developing Positive Behavior Support Plans.

Start Date: 7/1/2015   **End Date:** 6/30/2018

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

Supported Strategies:

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

- Data driven decision making

- 5 Characteristics for High Quality Professional Development

- 25 Quick Formative Assessments for a Differentiated Classroom

- 25 Quick Formative Assessments for a Differentiated Classroom

Paraprofessional

Description:

Professional Development for all paraeducators and personal care aides at a minimum of 20 hours per school year. Traing includes De-escalation, safe crisis management, discussions on disabilities, Autism, paraeducators role in the inclusive classroom, CPR and First AID. When appropriate, staff will have individual consultations with OT and PT providers.

Start Date: 7/1/2015   **End Date:** 6/30/2018

Program Area(s): Professional Education, Student Services

Supported Strategies:

- 5 Characteristics for High Quality Professional Development

Transition

Description:

Transition Coordinator will attend the Northumberland County Tranision Council Meetings

Special education teachers will maintain their training on Transition Planning while developing the IEP

The school district will work with the CSIU to Improve Indicators 13 and 14 Post School Outcomes SPP target.

Start Date: 7/1/2015   **End Date:** 6/30/2018

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

Supported Strategies:

- Data driven decision making
- 5 Characteristics for High Quality Professional Development

Reading NCLB #1

Description:

Teachers will continue to participate in Multi Tiered Systems of Support (RTII) training, focus groups, data analysis, and conferences.

Start Date: 7/1/2015   **End Date:** 6/30/2018

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

Supported Strategies:

- Data driven decision making
- 5 Characteristics for High Quality Professional Development
- 25 Quick Formative Assessments for a Differentiated Classroom

Curriculum Mapping

Description:

First, we will contact our local IU to request a user account to create our district curriculum map on the SAS website. Second, we will establish grade level committees during the summer of 2013 to create and build their curriculum aligned to the common core standards. Third, throughout the year teachers will meet in grade level teams and monitor their implementation of standards in their own classrooms.

Start Date: 2/21/2013   **End Date:** 6/5/2015

Program Area(s): Professional Education

Supported Strategies:

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

- Data driven decision making

- 5 Characteristics for High Quality Professional Development

- 25 Quick Formative Assessments for a Differentiated Classroom

Curriculum Mapping

Description:

First, we will contact our local IU to request a user account to create our district curriculum map on the SAS website. Second, we will establish

grade level committees during the summer of 2013 to create and build their curriculum aligned to the common core standards. Third, throughout the year teachers will meet in grade level teams and monitor their implementation of standards in their own classrooms.

Start Date: 2/21/2013   **End Date:** 6/5/2015

Program Area(s): Professional Education

Supported Strategies:

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

- Data driven decision making

- 5 Characteristics for High Quality Professional Development

- 25 Quick Formative Assessments for a Differentiated Classroom

Curriculum Mapping

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First, we will contact our local IU to request a user account to create our district curriculum map on the SAS website. Second, we will establish grade level committees during the summer of 2013 to create and build their curriculum aligned to the common core standards. Third, throughout the year teachers will meet in grade level teams and monitor their implementation of standards in their own classrooms.

Start Date: 2/21/2013   **End Date:** 6/5/2015

Program Area(s): Professional Education

Supported Strategies:

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

- Data driven decision making

- 5 Characteristics for High Quality Professional Development

- 25 Quick Formative Assessments for a Differentiated Classroom

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	The use of parameters through the analysis of data from resources available in PVAAS, emetric, and Study Island Benchmarking to identify the need for remediation/tutoring.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Data driven decision making Strategy #3: 5 Characteristics for High Quality Professional Development Strategy #4: 25 Quick Formative Assessments for a Differentiated Classroom Strategy #5: 25 Quick Formative Assessments for a Differentiated Classroom

Start	End	Title	Description
7/1/2015	6/30/2018	Autism	Line Mountain School District will provide professional development for teachers on stategies and positive behavior support for students with Autism within the General Education classroom. The school district will work with the CSIU Autism consultant to provide the training.

Person Responsible	SH	S	EP	Provider	Type	App.
Special Education Director	3.0	3	100	CSIU	IU	Yes

Knowledge	General and Special Education teachers will implement strategies and positive behavior support techniques for students with Autism in the general education classroom.
Supportive Research	Least Restrictive Environment and Supplementary Aids and Services.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

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

Training Format

LEA Whole Group Presentation
Department Focused Presentation
Offsite Conferences

| **Participant Roles** | Classroom teachers
Principals / Asst. Principals
School counselors
Paraprofessional
Other educational specialists
Related Service Personnel
Parents | **Grade Levels** | Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12) |

| **Follow-up Activities** | Creating lessons to meet varied student learning styles | **Evaluation Methods** | Classroom observation focusing on factors such as planning and preparation, |

Implementation of supplementary aids and services

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data

LEA Goals Addressed:	The use of parameters through the analysis of data from resources available in PVAAS, emetric, and Study Island Benchmarking to identify the need for remediation/tutoring.	**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #2: Data driven decision making** **Strategy #3: 5 Characteristics for High Quality Professional Development** **Strategy #4: 25 Quick Formative Assessments for a Differentiated Classroom** **Strategy #5: 25 Quick Formative Assessments for a Differentiated Classroom**

Start	End	Title	Description
7/1/2015	6/30/2018	Behavior Support	1. Staff will receive annual training on De-escalation Techniques and Safe Crisis Management. 2. Special Education Staff will maintain their previous training on performing Functional Behavior Assessments and developing Positive Behavior Support Plans.

Person Responsible	SH	S	EP	Provider	Type	App.
Special Education Director	8.0	4	30	Line Mountain School District and CSIU	School Entity	Yes

Knowledge

Teachers and paraprofessionals will demonstrate de-escalation techniques and be capable of safe crisis management. Annual Training provided by LEA.

Teachers will develop relevant PBSP with the IEP team based on FBA data. CSIU Consultation and Training is ongoing.

Supportive Research

Inclusive Practices, Least Resrictive Environment, IEP Development and Implementation

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

Training Format

LEA Whole Group Presentation
Series of Workshops
Department Focused Presentation

Participant Roles		**Grade Levels**	
	Classroom teachers		
	Paraprofessional		Elementary - Primary (preK - grade 1)
	New Staff		Elementary - Intermediate (grades 2-5)
	Other educational		Middle (grades 6-8)
	specialists		High (grades 9-12)
	Related Service Personnel		

Follow-up Activities	Annual Recertification in SCM. Individual consultations with IU Behavior Specialist.	**Evaluation Methods**	Participant survey Demonstration of Skills and IEP development.

LEA Goals Addressed:	**The use of parameters through the analysis of data from resources available in PVAAS, emetric, and Study Island Benchmarking to identify the need for remediation/tutoring.**	**Strategy #1: 5 Characteristics for High Quality Professional Development**

Start	End	Title	Description
7/1/2015	6/30/2018	Paraprofessional	Professional Development for all paraeducators and personal care aides at a minimum of 20 hours per school year. Traing includes De-escalation, safe crisis management, discussions on disabilities, Autism, paraeducators role in the inclusive classroom, CPR and First AID. When appropriate, staff will have individual consultations with OT and PT providers.

Person Responsible	**SH**	**S**	**EP**	**Provider**	**Type**	**App.**
Special Education Director	6.0	15	30	Line Mountain School District	School Entity	Yes

Knowledge

Paraprofessionals will demonstrate:

De-escalation techniques

receive cerification in SCM

Become 1st Aid and CPR certified (recertified)

Demonstrate inclusive practices to support students with disabilities in the general education classroom

Supportive Research

De-escalation and SCM

Inclusive Practices

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

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

Training Format

Series of Workshops

Participant Roles		Grade Levels	
	Paraprofessional		Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Meetings with special education teachers, principals, and special education director	Evaluation Methods	Participant survey

LEA Goals Addressed:	The use of parameters through the analysis of data from resources available in PVAAS, emetric, and Study Island Benchmarking to identify the need for remediation/tutoring.	Strategy #1: Data driven decision making Strategy #2: 5 Characteristics for High Quality Professional Development

Start	End	Title	Description
7/1/2015	6/30/2018	Transition	Transition Coordinator will attend the Northumberland County Tranision Council Meetings Special education teachers will maintain their training on Transition Planning while developing the IEP The school district will work with the CSIU to Improve Indicators 13 and 14 Post School Outcomes SPP target.

Person Responsible	SH	S	EP	Provider	Type	App.
Special Education Director	3.0	5	15	Line Mountain SD, CSIU	School Entity	Yes

Knowledge

Teachers will demonstrate knowlegable transition planning during IEP meetings.

Transition Activites will reflect the IEP and be available for all students age 14 and up.

Supportive Research

Transition Planning

Interagency Collaboration

Designed to Accomplish

For classroom teachers, school counselors and education

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

specialists:

Training Format	For school and district administrators, and other educators seeking leadership roles:	Instructs the leader in managing resources for effective results. Series of Workshops Department Focused Presentation Offsite Conferences	

Participant Roles	Classroom teachers School counselors New Staff Other educational specialists Related Service Personnel Parents	**Grade Levels**	Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Transition Planning Implementation	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Participant survey

LEA Goals Addressed: The use of parameters through the analysis   **Strategy #1: Data driven decision making**

of data from resources available in PVAAS, emetric, and Study Island Benchmarking to identify the need for remediation/tutoring.	**Strategy #2: 5 Characteristics for High Quality Professional Development** **Strategy #3: 25 Quick Formative Assessments for a Differentiated Classroom**

Start	End	Title	Description
7/1/2015	6/30/2018	Reading NCLB #1	Teachers will continue to participate in Multi Tiered Systems of Support (RTII) training, focus groups, data analysis, and conferences.

Person Responsible	SH	S	EP	Provider	Type	App.
Elementary and Middle School Principals	7.0	7	10	Line Mountain SD, CSIU	School Entity	Yes

Knowledge	Teachers will participate in the school District's Multi Tiered System of Support (Response to Intervention and Instruction) program.
	Teachers will demonstrate knowlege of interventions and data driven decisions.

Supportive Research	Response to Instruction and Intervention
	Inclusive Practices
	Data Driven Decision Making
	Curricular Decision Making

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	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.

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops School Whole Group Presentation Offsite Conferences		
Participant Roles	Classroom teachers Principals / Asst. Principals Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work,	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data

with administrator and/or peers
Creating lessons to meet
varied student learning styles

Standardized student assessment
data other than the PSSA
Classroom student assessment data
Participant survey
Review of participant lesson plans

LEA Goals Addressed:	The use of parameters through the analysis of data from resources available in PVAAS, emetric, and Study Island Benchmarking to identify the need for remediation/tutoring.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Data driven decision making Strategy #3: 5 Characteristics for High Quality Professional Development Strategy #4: 25 Quick Formative Assessments for a Differentiated Classroom

Start	End	Title	Description
2/21/2013	6/5/2015	Curriculum Mapping	First, we will contact our local IU to request a user account to create our district curriculum map on the SAS website. Second, we will establish grade level committees during the summer of 2013 to create and build their curriculum aligned to the common core standards. Third, throughout the year teachers will meet in grade level teams and monitor their implementation of standards in their own classrooms.

Person Responsible	SH	S	EP	Provider	Type	App.
Jeanne Menko	6.0	4	15	Line Mountain	School Entity	Yes

Knowledge	We are gaining greater understanding of the common core standards and teaching pedagogy.

Supportive Research   Professional staff will gain a greater understanding of common core standards.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format   School Whole Group Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and	**Evaluation Methods**	Classroom observation focusing on

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

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

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 written reports summarizing instructional activity

LEA Goals Addressed:	The use of parameters through the analysis of data from resources available in PVAAS, emetric, and Study Island Benchmarking to identify the need for remediation/tutoring.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Data driven decision making Strategy #3: 5 Characteristics for High Quality Professional Development Strategy #4: 25 Quick Formative Assessments for a Differentiated Classroom

Start	End	Title	Description
2/21/2013	6/5/2015	Curriculum Mapping	First, we will contact our local IU to request a user account to create our district curriculum map on the SAS website. Second, we will establish grade level committees during the summer of 2013 to create and build their curriculum aligned to the common core standards. Third, throughout the year teachers will meet in grade level teams and monitor their implementation of standards in their own classrooms.

Person Responsible	SH	S	EP	Provider	Type	App.
David Campbell	6.0	4	15	Line Mountain	School Entity	Yes

Knowledge

We are gaining greater understanding of the common core standards and teaching pedagogy.

Supportive Research

Professional staff will gain a greater understanding of common core standards.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

School Whole Group Presentation
Professional Learning Communities

Participant Roles		Grade Levels	
Classroom teachers		Elementary - Primary (preK - grade 1)	
Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)	
School counselors			

Other educational specialists

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring	
Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of written reports summarizing instructional activity	

LEA Goals Addressed:	The use of parameters through the analysis of data from resources available in PVAAS, emetric, and Study Island Benchmarking to identify the need for remediation/tutoring.	**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #2: Data driven decision making** **Strategy #3: 5 Characteristics for High Quality Professional Development** **Strategy #4: 25 Quick Formative Assessments for a Differentiated Classroom**

Start	End	Title	Description

| 2/21/2013 | 6/5/2015 | Curriculum Mapping | First, we will contact our local IU to request a user account to create our district curriculum map on the SAS website. Second, we will establish grade level committees during the summer of 2013 to create and build their curriculum aligned to the common core standards. Third, throughout the year teachers will meet in grade level teams and monitor their implementation of standards in their own classrooms. |

Person Responsible	SH	S	EP	Provider	Type	App.
David Campbell	6.0	4	15	Line Mountain	School Entity	Yes

Knowledge

We are gaining greater understanding of the common core standards and teaching pedagogy.

Supportive Research

Professional staff will gain a greater understanding of common core standards.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

    Enhances the educator's content knowledge in the area of the educator's certification or assignment.

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

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

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

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

    Instructs the leader in managing resources for effective results.

Training Format	School Whole Group Presentation Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of written reports summarizing instructional activity

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

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

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

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

Affirmed by Troy Laudenslager on 4/28/2015

Board President

Affirmed by David Campbell on 4/28/2015

Superintendent/Chief Executive Officer