

Sharpsville Area SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

1 Blue Devil Way
Sharpsville, PA 16150
(724)962-8300
Superintendent: John Vannoy
Director of Special Education: Timothy Dadich

Planning Process

The Sharpsville Area School District Comprehensive Planning Committee first met on February 8, 2017. Members included representation from various stakeholder groups including Board of Education, administrators, teachers, parents, early childhood community, business community, and community at large. Preparation for the Plan began long before initial meetings of the 2016-17 planning, as administrators participated in trainings related to the requirements of the Plan.

Following the guidelines of the Comprehensive Planning, administrators began working with their building staffs to complete additional data analysis, curriculum mapping, and “21st Century Teaching and Learning” assessments.

A series of meetings were held beginning February 2017. The initial meeting focused on Plan requirements, revisiting profile information including mission, vision and values. Each committee member was asked to read “*inevitable, Mass Customized Learning, Learning in the Age of Empowerment*” by Charles Schwahn and Beatrice McGarvey. The goal was to introduce Mass Customized Learning in an Age of Empowerment. To open the doors to a new vision of learning, each committee member was assigned the work of reviewing the current Comprehensive Plan, evaluating the status of each goal. Once reviewed, we then determined what goals have been achieved and what goals are now prioritized and action steps were defined.

Starting in February of 2018, the District’s Special Education Committee work began following the Director of Student Services’ review of the previously submitted Special Education Plan. This committee included the Director of Student Services, the Superintendent, all building Principals, special education teachers, regular education teachers and parents. The Special Education Plan was approved by the SASD Board of Education on April 16, 2018, submitted on April 17, 2018 and approved by PDE on June 13, 2018.

The Comprehensive Planning Committee then reviewed the Comprehensive Plan in October 2018 to finalize it for board recommendation. The SASD Board of Directors voted to accept and submit the Comprehensive Plan at its November 19, 2018 meeting.

Mission Statement

The mission of the Sharpsville Area School District is to provide a comprehensive education, which will meet the academic, social and emotional needs of all students to enable them to face future challenges.

Vision Statement

The vision of the Sharpsville Area School District is to provide our students with equal learning opportunities and a stimulating educational environment. Through the use of challenging instructional strategies, state of the art resources and extra-curricular activities designed to meet individual needs, this environment will foster self esteem and will enable students to maximize their academic potential. As we are now in the changing world of the 21st Century, our students will be critical thinkers, quality performers, effective communicators and informed decision makers who will demonstrate social responsibility, ethical behavior and adaptability in a global society.

Shared Values

We believe:

1. Learning is a life-long process.
2. In a quality school.
3. Education is a shared responsibility
4. Everybody has a right to an education.
5. All people can learn and want to succeed.

Educational Community

The Sharpsville Area School District lies in a rural community located in the western region of Mercer County, Pennsylvania, is comprised of the Boroughs of Sharpsville and Clark and the Township of South Pymatuning. The school district, which encompasses 29.3 square miles, is a one-campus setting with a K-5 Elementary School, a 6-8 Middle School and a 9-12 High School, as well as the Central Administration Office. The district employs approximately 156 staff members, including eight administrators/supervisors. The annual budget is approximately \$18,077,178.

As of this date the total district enrollment is 1,183 students. The close proximity of the campus arrangement allows the district to coordinate and use staff and facilities efficiently. Additionally, it ensures unified and consistent curriculum implementation and enables the use of data-driven decisions in its everyday instruction. A final benefit of this close proximity includes increased staff

discussion regarding professional development issues and the opportunity to observe each other in the teaching environment.

There are few industries in the attendance, with those of stature being Dean Dairy Sharpsville Container and some banks. The community is very supportive of the school district and a high percentage of the residents are Sharpsville graduates. The Sharpsville Police provide service and protecting to students and employees of the district through an arrangement with the Borough of Sharpsville. There are many resources for the students for recreation and extra-curricular activities, for example Buhl Park, in order to meet their needs.

The school district is viewed as the center of the community and provides opportunities for community partnerships through the use of our fields, gymnasiums, classrooms and auditorium. The Booster Club Tournament and the Buddy Guerino Tournament are just two examples of ways in which the community and the school district work together to help raise funds and provide opportunities for students. The school district also provides after school tutoring and summer camps for students to enjoy by providing enrichment and remediation for students that are willing to attend activities during the summer. Community members are encouraged to become a part of the school culture and have input into the hiring of principals, Special Education Plan, PTO and other organizations within the district. There appears to be a very good relationship between the school district and members of the community.

Planning Committee

Name	Role
Kirk Scurpa	Administrator : Professional Education
John Vannoy	Administrator : Professional Education Special Education Schoolwide Plan
Darla Grandy	Board Member : Professional Education Special Education Schoolwide Plan
Janice Raykie	Board Member : Professional Education Special Education Schoolwide Plan
Deanna Thomas	Board Member : Professional Education Special Education Schoolwide Plan
Jon Fry	Building Principal : Professional Education Special Education Schoolwide Plan
Carol Houck	Building Principal : Professional Education Special Education Schoolwide Plan
Heidi Marshall	Building Principal : Professional Education Special

	Education Schoolwide Plan
Brian Fotz	Business Representative : Professional Education Schoolwide Plan
Chris Hosa	Business Representative : Professional Education Special Education Schoolwide Plan
Diane Lorigan	Business Representative : Professional Education Special Education Schoolwide Plan
Ken Miller	Business Representative : Professional Education Schoolwide Plan
Jennet Bertmeyer	Community Representative : Professional Education Schoolwide Plan
Gerard Hanley	Community Representative : Schoolwide Plan
Krystal Miller	Community Representative : Professional Education Schoolwide Plan
Kirk Scurpa	Ed Specialist - Instructional Technology : Professional Education Schoolwide Plan
Jennifer Petricini	Ed Specialist - School Psychologist : Professional Education
Yvonne DelFratte	Elementary School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Jaime Presley	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Rhonda Staunch	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Kenzie Heutsche	Elementary School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
Rich Gaul	High School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Michael Kalpich	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Allison Saeler	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Shannon Toth	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Kris DeMark	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Ryan Miller	Middle School Teacher - Regular Education :

	Professional Education Schoolwide Plan
Patti Tetrick	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Amanda Auman	Parent : Professional Education Schoolwide Plan
Marla Bennington	Parent : Professional Education Special Education
Debra Bornes	Parent : Professional Education Schoolwide Plan
Kristin Candiotti	Parent : Schoolwide Plan
BJ Crestay	Parent : Schoolwide Plan
Ali Hanneman	Parent : Professional Education Special Education Schoolwide Plan
Tammie Krolicki	Parent : Professional Education Schoolwide Plan
Rebecca Lenzi	Parent : Professional Education Special Education Schoolwide Plan
Crystal Matchen	Parent : Professional Education Schoolwide Plan
Tabitha Smith	Parent : Professional Education Schoolwide Plan
Jim Spatara	Parent : Schoolwide Plan
Darla Steiner	Parent : Professional Education Special Education Schoolwide Plan
Su Tiber	Parent : Professional Education Special Education
Rob Wagner	Parent : Professional Education Schoolwide Plan
Dena Wagner	Parent : Professional Education Special Education Schoolwide Plan
Nicholas Hanahan	Student : Professional Education Special Education Schoolwide Plan
Gavin Perrine	Student : Professional Education Special Education Schoolwide Plan
Keelie Steiner	Student : Special Education
Timothy Dadich	Student Services Director/Specialist : Professional Education Special Education Schoolwide Plan

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

We are attending a presentation by the Midwestern Intermediate Unit IV on the new Alternative Assessment Strategies for the PASA and then we will design curriculum maps and align the curriculum

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing

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

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

We are attending a presentation by the Midwestern Intermediate Unit IV on the new Alternative Assessment Strategies for the PASA and then we will design curriculum maps and align the curriculum

Middle Level

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

	Improvement	Improvement
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Non Existent	Non Existent

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

We are attending a presentation by the Midwestern Intermediate Unit IV on Alternative Assessment Strategies for the PASA and then we will develop curriculum maps and align our curriculum. We do not offer any language classes in the Middle School

High School Level

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

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

We are attending a presentation at the Midwestern Intermediate Unit IV on the Alternative Assessment Strategies for the PASA and then we will develop curriculum maps and align the curriculum

Adaptations

Elementary Education-Primary Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Unchecked answers

None.

Middle Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Unchecked answers

None.

High School Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Unchecked answers

None.

Explanation for any standards checked:

We are expanding the Common Core Standards: English Language Arts by having English Language Arts teachers in all grades K-12 develop a culminating writing assignment that is aligned to the PA Core Standards for all students. This culminating assignment will be used as a Professional Development tool for teachers to view what students have learned from a year of growth in their classroom, it will also serve as a starting point for the teacher the following year. We have also expanded the Common Core Standards: Mathematics by changing the scope and sequence so that sixth grade students that qualify can now take Pre-Algebra. This will mean that the District will have to provide a Calculus B class when these students become seniors.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

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.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

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

Processes used to ensure Accomplishment:

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.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

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.

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.

This narrative is empty.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Peer evaluation/coaching

Regular Lesson Plan Review

Checked Answers

- Not Reviewed

Unchecked Answers

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

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

We follow the PA Department of Education guidelines for teacher evaluation utilizing the Danielson Model. Administrators are required to complete two to three walkthroughs per week. We believe instructional coaching occurs in many forms both formally and informally throughout the District.

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

We would utilize peer evaluation/coaching only with support from the evaluator and evaluatee.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

	Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

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

This narrative is empty.

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.

This narrative is empty.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	26.00	26.00	26.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	4.00	4.00	4.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and

Technology and Environment and Ecology, as determined through any one or a combination of the following:*Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to

discontinue its use until the local assessment is approved through independent validation by an approved entity.

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

Unchecked answers

- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Kamico	X	X		
Final Exams			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
PSSA		X	X	
PASA		X	X	
Keystone Exams			X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
WISC	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
PSAT			X	X
SAT				X
4Sight		X	X	

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Our process for reviewing of assessment is dependent upon the needs of the students.

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.

Not Applicable

Collection and Dissemination

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

We utilize Onhand Schools, Edirect and SAS in order to analyze and disseminate data to all of our staff. We have used the SPP to review school scores and individual teachers score as a part of their overall evaluation. We have also provided professional development on the SLO in order to keep our staff current with PDE initiatives. This professional development is done one on one, in small groups and large group instruction.

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.

We have utilized this information to appropriately place students in tutoring, remediation classes, and to reinforce basic skills needed to achieve proficient or higher.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

We utilize data from a variety of sources, breaking that data down to the individual student to document growth and to the individual assessment anchor or learning objective to document mastery.

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	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				
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	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

We use a variety of methods of communications.

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

We do not use local media reports since we can not control what they chose to print.

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.

We monitor student growth through the review of a variety of assessments, breaking them down by the individual assessment anchor or student learning objectives.

Programs, Strategies and Actions

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

School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs			X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

This narrative is empty.

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.)

We hold monthly meetings from November to June on the last Wednesday of every month. These meetings focus on Gifted and Talented Education and are open to all parents/community members. We will also be posting our plan on the website once it has been revised (the website). Each building, as a part of the plan, will be responsible for setting up a GATE Advisory Board to review program options and post for parents to see.

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

Opportunities are provided for students to be considered for placement in GATE programming throughout their school experience. Procedures used in the identification process are non-discriminatory with respect to race, economic background, national origin, or disability. Placement will be made in programming options appropriate to the student's educational needs, interests, and/or abilities with parental approval. Identification procedures are uniformly implemented and communicated to the entire school staff via distribution of the GATE Plan.

The purpose of identification is to locate students who need more than the core curriculum and determine what types of services are needed to ensure a minimum of a year's worth of growth in a year's worth of time. The district will focus on providing services for all students regardless of identification. Identification is an ongoing and continuous process to develop awareness of student capabilities and needs. All students are considered for identification with a culturally responsive lens in Kindergarten through 12th grade. The Sharpsville Area School District uses multiple criteria, in accordance with the Pennsylvania Department of Education, to identify highly capable students in five areas. Multiple criteria

used for identification of gifted and talented students may include standardized test scores, individualized testing, parent/guardian nominations, teacher nominations, student nominations, and district assessments.

It is important to note that while students in early elementary school are considered for identification it is difficult to make accurate determinations on true ability in young children. The Sharpsville Area School District will work to ensure there is a match between a young student's curricular needs and their educational experience, regardless of formal identification. This process is ongoing and embedded into core instruction and RtI practices at the elementary school. Typically, formal identification processes become valid in late elementary school and are conducted within the framework outlined in this guide.

As part of the Sharpsville Area School District's developing RtI process, extensive student data is systematically reviewed in grade--level/content area intervention team meetings.

This process facilitates a continuous review of student progress, which in turn fosters a gifted and talented identification approach that is responsive to student need. Initial consideration for gifted and talented services usually come from the grade---level/content area intervention team meetings or the classroom teacher, who has in---depth knowledge and understanding of a student's abilities. Principals, other educational staff, or parents may nominate students for identification using the Parent or Teacher Nomination Forms. The decision to refer a student for identification may be based on universal screeners such as scores from the DIBELS assessments, DRA assessments, and quarterly teacher-made benchmark assessments.

District staff looks at measures of performance, aptitude, and achievement. When gathering information to inform decisions about students' need for challenge beyond the core curriculum, we consider standardized assessments (objective, norm---referenced assessments of academic or intellectual skill), performance data, certain selected grade---level classroom common formative assessments, and nomination forms (rating scales and narrative information from teachers and parents).

Each school within Sharpsville Area School District will have a building level GATE Team consisting of parents, administrators, and certified staff members designated by the principal to be the school's lead) The entire committee will establish and review the site plan. Only certified personnel on the committee will meet to review student records and nominations. After reviewing the criteria for GATE identification and reviewing student nominations and records, the committee will make a decision regarding student placement in the GATE Program. Confidentiality procedures are followed in regard to records of placement, decisions and data on all nominated students. Information about individual students obtained during the identification process, and records that may be useful for instruction, will be shared with the appropriate members of the instructional staff, regardless of final placement. The site Gifted/Talented Committee will review available program offerings available at the school and shall make appropriate service options available for individually identified students. The principals will ensure classroom teachers record service options provided on a student profile sheet, as well as in their weekly lesson plans. The building GATE Teams will be required to meet once each month to discuss progress, program offerings, and/or pertinent elements of the GATE program. The GATE Team will also identify at least one teacher and one parent to sit on the District GATE Advisory Committee to make recommendations to the overall GATE plan and procedures.

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

The intervention team will analyze the student profile data to determine eligibility and will also make recommendations for programming if students meet the necessary criteria.

Students who meet eligibility criteria will receive a formal GATE plan; the scope of this plan will be based on specific areas of interest or acuity in a particular areas identified by the CCAG, parent and teacher input, and self-assessment tool (LifeCourse). Students scoring at or above the 85th percentile on the composite score of a nationally standardized test of intellectual ability. Students who excel in one or more of the following areas: Areas of talent, Creative Thinking Ability, Leadership Ability, Visual & Performing Arts Ability, and/or Specific Academic Ability.

Qualification for Gifted and Talented Education (GATE):

Student has an IQ of 115 or higher. The scope of the GIEP will be determined by a combination of the overall IQ score and the following indicators: Student Academic Achievement Track My Progress and/or PSSA or Keystone Assessments, CCAG Checklist of Characteristics of Giftedness to identify target areas, Individual performance in courses, Student and parent feedback forms, and Teacher feedback forms.

Plan Development and Procedural Safeguards:

Once a student is identified, the Director of Student of Services, School Psychologist, principal, parents, teachers and the student will review all surveys to determine and develop an individualized plan. The LifeCourse framework will provide the foundation of all decisions and may be reviewed/edited at the yearly revision of the GATE GIEP Plan. Procedural safeguards will include: Written notification of parents (with an opt-out form) is required for individual evaluation. Records will be kept confidential and will comply with the Family Educational Rights and Privacy Act. Parents may request additional review of their child for placement purposes through an established review process. Additional tests submitted by parents must be approved by school officials and have been administered by a psychometrist or other approved professional licensed by the state of Pennsylvania. Students transferring into the district will be screened when records of the student have been received from the sending school. The student will be subject to the local procedures and criteria, regardless of past placement in another district. Placement will be reviewed annually by teachers, counselors and administrators, and additional students evaluated, as needed. Removing a student from specific gifted educational programs would be by the request of the parent, student, or student's teacher, and would require a review process. If a parent/guardian wishes to remove their student from the GATE program, they will need to submit a letter to the site principal to be added to the student's GATE folder. If a student wishes to be removed from the GATE program, the student, parent/guardian, and site committee will need to schedule a conference. Upon agreement of removal, the parent/guardian will need to submit a letter to be added to the student's GATE folder. If a teacher wishes to remove a student from the GATE program, and the site principal is in agreement, the site committee will schedule a parent conference to obtain parent/guardian signatures to remove the student. If the parent/guardian does not agree, they may follow the district due process procedures. Professional development is provided each year to the GATE Teams and teachers in the area of differentiating instruction and the procedures for identification of gifted/talented students.

The committee will ensure that the students and parents are individually notified regarding placement in the program. The regular avenue of appeal provided by school board policy will be available to parents if they choose to use them.

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

The program options shown below represent those recommended/approved by the SASD. These options are coordinated to guide the development of gifted students from the time they are identified through graduation from high school. Each school will form a GATE team (including teachers, parents, the student, and administration) to determine the best options for serving gifted students at that site. The school program selection(s) will be communicated in writing to the Director of Student Services on or before September 3rd of each school year. If site selections are not currently listed below, a request should be made to the Director of Student Services. A list of offerings, by school, will be made available on the district website following the annual reorganization of the District Gifted Advisory Committee on September 13th.

Enrichment:

Enrichment in the Regular Classroom: Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interests and capabilities of particular students in mind. Appropriate enrichment experiences are NOT a repetition of material. Seminars/Convocations: Special short-term sessions where students focus on one area of study. Self-Paced Learning through ALEKS Math Program. Mentorships: A program which pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor and role model. Summer Enrichment Programs: School-based, optional enrichment classes or courses offered during the summer months. Saturday Enrichment Programs: School-based, optional enrichment classes or courses offered on Saturday. Creative/Academic Competitions: Organized opportunities for students to enter local, regional, state or national contests in a variety of areas. Differentiated Curriculum: Curriculum designed to meet the needs of high ability students and differentiated according to content, process and/or product. Learning Centers: A designated area or portable center designed to enrich and/or accelerate students' interests in a given content area. "Great Books" and "Junior Great Books": Discussions of great literature led by an adult discussion leader using a prepared question guide. Academic Competitions includes, but are not limited to: Academic Games (Elementary and MS), National Quiz Bowl Circuit (MS and HS), History Day (MS and HS), Science Fairs and PJAS (K-12), Essay Contests (K-12), Spelling Bees (Elementary and MS), Robotics Competitions (Elementary, MS and HS).

Special Classes:

Honors, Differentiated or Enriched Classes: Included differentiated curriculum and accelerated content designed for able students. These classes need not be limited to identified gifted students. Advanced Placement (AP) Courses: College-level courses provided at the secondary level for which students may receive college credit by examination (administered by the Advanced Placement Program of the College Board). These classes need not be limited to identified gifted students. University of Pittsburgh courses. These classes need not be limited to identified gifted students. Independent Study: Individually contracted in-depth study of a topic. Enrichment Classes: A group organized from one or more classrooms which meets on a regular basis to provide experiences beyond the established curriculum. Interest Groups: Any group organized from one or more classrooms on the basis of interest in a topic; usually short term in duration. Concurrent Enrollment: Students who meet requirements of area colleges may enroll in college classes concurrently with high school enrollment. Resource Room: A class for students released from their regular classroom on a scheduled basis to work with a teacher trained in the education of the gifted.

Flexible Pacing:

Continuous Progress: The content and pacing of curriculum and instruction are matched to students' abilities and needs. Students move ahead on the basis of mastery. Acceleration:

Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average. Proficiency Based Promotion:

Elementary or secondary students advancing in a curriculum area by demonstrating proficiency at the 90 percent level on a designated assessment. Dual Enrollment: Qualified students taking middle level courses while at the elementary level or high school courses while at the middle level.

Ways to Implement:

Cluster Grouping: Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time. Cross-Grade

Grouping: Opportunity for students to work in an advanced grade-level setting with one or more students sharing a similar readiness for the learning task and performance

expectations. Instructional Groups: Any group of identified able learners organized to provide planned differentiated instruction in a curriculum area. Individualization of

Instruction: Instruction for an individual student focused on the specific educational needs

of that student. Dual Enrollment: A system designed to adapt the regular curriculum to meet the needs of above average students by either eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and/or acceleration experiences.

Other Services:

Guidance and Counseling: Planned activities, sessions and policies that assist gifted and talented students in planning their academic careers in school and after high school, and that also address the specific social-emotional needs of the gifted including

underachievement. Ongoing Assessment: Students abilities and needs are continually assessed through both formal and informal means designed to discover and nurture talent. The results are used as the basis for individual educational planning.

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		
Wellness/Health Appraisal	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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)				
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
Collaboration with District Magistrate	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

The District believes that communication between the classroom teacher and individuals providing interventions for student needs and academic progress is essential. Depending upon the needs of the student, classroom teachers communicate via telephone calls, journals, emails or direct meetings with individuals providing interventions to insure the needs of the students are met. If the needs are not immediate, then classroom teachers refer these individuals to our website or guidance personnel which provide information.

Community Coordination

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

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

The District will begin to have transitional meetings with local child care agencies in order to develop consistent means for screening and evaluations. We provide our own tutoring system for students at risk. We use a local United Way after school program and we are involved with United Way Success by Six and United Way's The Read Program.

Preschool Agency Coordination

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

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

The District has shared with local agencies what the District's expectations are for incoming students.

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.

This narrative is empty.

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
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Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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.

This narrative is empty.

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.

This narrative is empty.

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	Full Implementation
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Full

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

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

This narrative is empty.

Middle Level

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

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

Further explanation for columns selected "

This narrative is empty.

High School Level

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

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

Further explanation for columns selected "

This narrative is empty.

Early Warning System

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

Not answered

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the	X	X	X	X

area of the educator's certification or assignment.				
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

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

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

We have utilized professional development days and time provided through the collective bargaining agreement to focus on the areas of technology, differentiation of instruction, restructure of our IEP's. the Google platform and school safety.

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:
9/28/2018
The LEA plans to conduct the required training on approximately:
9/28/2023

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:
9/28/2018
The LEA plans to conduct the training on approximately:
9/28/2023

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:
9/28/2018
The LEA plans to conduct the training on approximately:
9/28/2023

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.

- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

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

The District has developed three target areas. They are technology, differentiation of instruction, and restructuring of our IEP's. We have spent a great deal of time focusing on these areas and reviewing the data from these professional development sessions.

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

This narrative is empty.

Induction Program

Checked answers

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

- Inductees will gain the knowledge of Sharpsville History and current economic status

Unchecked answers

None.

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

We will meet with inductees once per month and address the topics above.

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

This narrative is empty.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

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

We will meet monthly with the inductees to ensure the following evaluations occur.

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

This narrative is empty.

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

Mentors will be aligned with inductees on a case by case basis to ensure that the best mentor is chosen for the inductee.

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

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments		X				

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

We will monitor and evaluate this process through survey of the mentor and inductee. We will also share this information with the Board of Education Curriculum Committee

Recording Process

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

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

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **175**

Identification Method

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

Early Intervention

IDEA requires the provisions of a free appropriate public education (FAPE) to children with disabilities between 3 years of age and the school district's age of beginners. In Pennsylvania, a child between 3 years of age and the school district's age of beginners who has a developmental delay or one or more of the physical or mental disabilities listed above is identified as a child with a disability. Developmental delay is defined as a child who is less than the age of beginners and at least three years of age and is considered to have a developmental delay when one of the following exists: (i) the child's score, on a developmental assessment device, an assessment instrument which yields a score in months, indicates that the child is delayed by 25% of the child's chronological age in one or more developmental areas, or (ii) the child is delayed in one or more of the developmental area, as documented by test performance of 1.5 standard deviations below the mean on standardized tests. Developmental areas include cognitive, communicative, physical, social/emotional and self-help. These children are afforded the rights of school age exceptional children, including screening, evaluation, individualized education program planning, and provisions of appropriate programs and services. The Pennsylvania Department of Education is responsible for providing programs and services to these children under Act 212 of 1990, the Early Intervention Services System Act.

The Sharpsville Area School District works closely with neighborhood pre-schools, Head Start, and the Intermediate Unit IU's Early Intervention program to identify students with developmental delays and/or identified disabilities. Families are invited to attend district level special education meetings and information for parents concerned about delays in their child's development is posted on the district website. The Sharpsville Area School District staff collaborates with the previously mentioned organizations to assist with the transition of students from preschool to kindergarten; this occurs in the form of transition meetings, district-level assessments for special education services, and educational initiatives to help parents adjust to K-12 public schooling.

Identification Method

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

The Sharpsville Area School District continues to employ a "regressed discrepancy model" which measures the disparity between a student's ability and achievement in order to determine the presence or absence of a learning disability. Our district is actively working with Midwestern Intermediate Unit 4 to adopt an MTSS model to meet both the academic and behavioral components to a student's academic access. We are in our second year of implementing the Positive Behavior Intervention and Support program at the elementary building and will seek approval from the Pennsylvania Department of Education to utilize the MTSS (PBIS and RtI) model for identifying students. This process will result in an application to PDE to be an approved user of the RtI process for identifying students for

special education services within the category of SLD (Specific Learning Disability). The discrepancy model criteria requires a severe discrepancy between intellectual ability and achievement; the student is not achieving at a level (with grade level standards) commensurate with his or her ability when provided appropriate research-based instruction and interventions in the general education setting. In completing the identification process the district strictly adheres to the BSE guidelines for identification process and the regulations and statutes associated with that process as it relates to the identification of students with learning disabilities. Once a student is assessed, the evaluator(s) will share the results of all of the evaluations with the IEP team. This team will engage in the following activities:

- The IEP team will review the evaluation along the lines of the the presenting problem.
- The IEP team will review parent information and feedback.
- The IEP team will review student records.
- The IEP team will discuss how a student's needs are affecting his/her education.
- The IEP team will discuss evidence that a student needs specially designed instruction.
- The IEP team review parent input.
- The IEP team will review teacher collected assignment and recommendations.
- The IEP team will review all information/data from our MTSS program.
- The IEP team will review state assessment scores.
- The IEP team will review any evaluations provided by other providers responsible for related services and supports.
- The IEP team will review all applicable work products.
- The IEP team will review demographic information (ELL, Economically Disadvantaged, cultural factors).
- The IEP team will review all PBIS records to help identify behavior (functional behavior, transitions, and concerns that may impede academic success.
- The IEP team will review relevant medical records/information.
- A member of the team will observe the student relating to the presenting/perceived problem identified by the evaluation report.
- Then, the IEP team will decide whether a student is eligible for special education. If the IEP team determines a child is eligible, they will determine a primary area of disability.

- Autism Spectrum Disorder (AU) is a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. This impairment may include: Autistic Disorder, Pervasive Developmental Disorder-Not Otherwise Specified (Atypical Autism), Asperger's Disorder, Rett's Disorder, Childhood Disintegrative Disorder or all Pervasive Developmental Disorders. Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disability.
- Deaf-Blindness (DB) is hearing and visual impairments that occur together, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.
- Deafness (Df) is a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects the child's educational performance.
- Developmentally Delayed (DD) is when a child is aged three through seven, whose developmental and/or behavior is delayed or atypical, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development, and who, by reason of the delay, needs special education and related services.
- Emotional Disability/Disturbance (ED) is a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
 - An inability to make educational progress that cannot be explained by Intellectual sensory or health factors.
 - An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
 - Inappropriate types of behaviors or feelings under normal circumstances.
 - A general pervasive mood of unhappiness or depression.
 - A tendency to develop physical symptoms or fears associated with personal or school problems.
 - Serious emotional disability includes schizophrenia. The terms do not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance related to the previous five (5) bullets.

- Hearing Impairment (HI) is an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness. The term "hard of hearing" may be used in this capacity.
- Intellectual Disability (ID) is a significant subaverage general intellectual functioning that adversely affects a child's educational performance existing concurrently with deficits in adaptive behavior and manifested during the developmental period. An individual is considered ID if he or she meets three criteria:
 - IQ is below 7-75
 - There are significant limitations in two or more adaptive areas (conceptual, social, practical).
 - The condition manifests before the age of 18.
- Multiple Disabilities (MU) means two or more disabilities occurring together (such as intellectual disability and blindness, intellectual disability and orthopedic impairment, etc.) the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness.
- Orthopedic Impairment (OI) is a severe physical impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures, etc.).
- Other Health Impairment (OHI) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette's Syndrome, etc.; and adversely affects a child's educational performance.
- Other Health Impairment (OHI) is having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that:
- Specific Learning Disability (SLD) is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the impaired ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of serious emotional disturbance, or of environmental, cultural, or economic disadvantage.

- Speech Language Impairment (SI) is a communication disorder, such as an impairment in Fluency, articulation, language, or voice/resonance that adversely affects a child's educational performance. Language may include function of language (pragmatic), the content of the language (semantic), and the form of the language (phonological, morphologic and syntactic systems).
- Traumatic Brain Injury is an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory; perceptual; and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.
- Visual Impairment (VI) is an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness. A visual impairment is the result of a diagnosed ocular or cortical pathology.
- The team may also consider a secondary area of disability based on the eligibility areas listed above.

The basis for making the determination is done through a variety of normed test instruments including but not limited to cognitive testing and specific achievement testing instruments. The following list provides a multi-faceted and multi-confirming collection of data to ensure the decision of the IEP team is accurate and meets the needs of the students in our care. This list includes, but is not limited to:

- WISC-V (Wechsler Intelligence Scales for Children, Fifth Edition)
- WASI-II (Wechsler Abbreviated Scales of Intelligence, Second Edition)
- WPPSI-IV (Wechsler Preschool and Primary Scales of Intelligence, Fourth Edition)
- WIAT-III (Wechsler Individual Achievement Test, Third Edition)
- BASC-3 (Behavior Assessment System for Children, Third Edition)
- FBA Profiler
- Vineland Adaptive Behavior Scales-2
- CTOPP-2 (Comprehensive Test of Phonological Processing, Second Edition)
- Key Math-3 Diagnostic Assessment
- CTONI-2 (Comprehensive Test of Nonverbal Intelligence-Second Edition)

- GARS-3 (Gilliam Autism Rating Scale-Third Edition)
- BOSS (Behavioral Observation of Students in Schools)
- School-Based Screeners:
 - Shaywitz Dyslexia Screening Tool (Yale Center for Dyslexia and Creativity)
 - DIBELS
 - Developmental Reading Assessment
 - Track My Progress
- The IEP team will also consider the following:
- whether the student has not responded to research based interventions);the relevant behavior noted during the observation of the child as it relates to the presenting problem as applicable;
- the relationship of that behavior to the child's academic functioning;
- the educationally relevant medical findings, if any; and,
- the determination by the team concerning the effects of environmental, cultural, or economic disadvantage.

New Referrals

Prior to any referral, building level teams (Elementary Child Study Team and Elementary Student Assistance Program) collects and analyzes data from the instructional staff, aides, related service providers, attendance and discipline records, and other academic, social-emotional, and/or behavioral factors related to student performance. Screening tools including DIBELS, DRA, and the Shaywitz Dyslexia Screening Tool are used to help identify students who demonstrate at-risk levels of academic performance. Referrals can be made by the parents or by educational staff within the district who are familiar with a student's natural tendencies, abilities, and general well-being within the school. The Sharpsville Area School District follows the timelines mandated by IDEA:

1. A Parent Permission to Evaluate is sent home within 10 days of the referral.
2. An evaluation within 60 days from the time the permission is received from parent.
3. A parent will receive a copy of the evaluation report 10 school days prior to any IEP or evaluation report meeting.
4. An IEP is developed within 30 days after the completion of the evaluation
5. Parents are provided a copy of the IEP draft for consideration at least seven days before the scheduled meeting.

6. The IEP will be implemented within 10 days following the IEP meeting.

New Students to the District with an IEP

The following procedures are used when a new student enters the district and has an IEP.

1. Registration materials are designed to help identify students with special needs; all registration materials are reviewed by our guidance counselors and building principals. The Director of Student Services is notified of any students with an IEP.
2. A school level IEP team will meet with the parent(s)/guardian(s) as well as any community agencies the family works with to review the previous school's evaluation report, Notice of Recommended Educational Placement, and IEP and relative placement within the Sharpsville Area School District.
3. The IEP will be implemented as written within the first 30 days while district staff:
 - a. Provides local screeners and assessments (DIBELS, Shaywitz Dyslexia Screening, DRA, etc.)
 - b. Reviews previous achievement scores on state mandated and/or other assessments.
 - c. Conducts an observation of the student within the recommended setting and/or general education setting.
4. An IEP meeting will be held on or before the 30th day to do one of the following:
 - a. Formally adopt the previous IEP with a new district header until the next IEP cycle, or
 - b. Adopt a revised IEP based on the data collected since the student's enrollment.

Prior to any referral, building level teams (Elementary Child Study Team and Elementary Student Assistance Program) collects and analyzes data from the instructional staff, aides, related service providers, attendance and discipline records, and other.

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>

There is no indication of disproportionality in the identification of exceptional children in the data provided in regard to race or ethnicity. Our percentages of students identified align closely with state averages across all disability categories except for Speech and Language Impairment. Our higher percentage of students with Speech and Language can be attributed to our Autistic Education Program at the elementary school and the middle/high school. The majority of these students receive regular speech and language services. The higher percentage of students identified as Intellectually Disabled (ID) is a direct result of additional students within the district identified and the subsequent creation of a middle school Functional Academics Class to address their specific needs. These students are receiving a specialized curriculum focused on functional reading and mathematics; designed to fill those current gaps in their instruction. We will be providing intensive interventions in both ELA and mathematics with the goal to maximize their time spent with grade level peers.

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?

The Sharpsville Area School District's autistic support classrooms provide services for 3-4 sending schools. We are committed to providing the same care and attention to these guests as we do our very own students. Our staff works closely with the special education staff from the sending school to ensure appropriate programming and services.

Representatives from the sending districts are invited to all meetings about/with the student/families. All of the same procedures outlined in Chapter 14 are adhered to. As a result of this dedication and collaboration, the Sharpsville Area School District has not experienced any barriers to providing a free and appropriate public education in the least restrictive environment for any student.

The Sharpsville Area School District does not host any students under 1306 (Residential Facilities); however, the district would be committed to following the same procedures and guidelines for special education services utilized to provide students attending this district as their home district. The district would provide access to and communication of our program services, IEP goals and progress monitoring, as well as access to the establishment of individualized education plans to the local ELA of origin for each student as well as members of the IEP team from each ELA of origin.

The Sharpsville Area School District does not have any difficulty meeting the needs of any students in regard to providing FAPE in the least restrictive environment. We would not have any difficulty meeting the needs/obligations for any students under Section 1306.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

There are no prisons or other locations for incarcerated students located within the District. If a facility were to locate within the District, the District would utilize existing "Child Find" procedures and design a system to ensure a free appropriate public education (FAPE) is available and provided for any student identified and in need of special education services and participate in that student's IEP.

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.

IDEA outlines the requirements for least restrictive environment according to 34 CFR § 300.114(a) as:

(a) General.

(1) Except as provided in Sec. 300.324(d)(2) (regarding children with disabilities in adult prisons), the State must have in effect policies and procedures to ensure that public agencies in the State meet the LRE requirements of this section and §§300.115 through 300.120.

(2) Each public agency must ensure that—

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and

(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The LEA is responsible for making sure that students with disabilities are educated alongside students without disabilities to the extent appropriate for the student. Generally "appropriate" means that the education meets the student's special needs and allows the student to make educational progress. The regular education classroom is the first placement choice the Individualized Education Program (IEP) team must consider. When an IEP team, which always includes the parents, considers where a student will be educated, it must ask what can be provided in the regular education classroom or activity and what "supplementary aids and services" will provide extra supports in a regular classroom environment. Examples might include assistive technology, special behavior strategies, use of a resource room, or accommodations or modifications in the curriculum or assignments.

Continuum of Services for the Sharpsville Area School District

The Individuals with Disabilities Education Improvement Act (IDEIA) requires states to establish procedures to ensure, to the maximum extent appropriate, children with disabilities, including children in public or other educational facilities, are to be educated with children who are not disabled. In addition, to the maximum extent appropriate, children with disabilities are to participate with non-disabled peers in both non-academic and extracurricular activities. Unless the individualized education program for the child with disabilities requires some other arrangement, the child is to be educated in the school that they would attend if they were not disabled. Special class, separate schools or removal of children requiring special education from the regular educational environment shall occur only when the needs of a child are such that education in the regular classes cannot be accomplished satisfactorily. Below is a continuum of services provided by the Sharpsville Area School District:

- A. **Regular Education Classes/Inclusion (80% or more of the day with non-disabled peers):**
Collaboration/consultation/co-teaching services focus on special educators (Intervention Specialists) and general educators working together to best meet the needs of students with disabilities as well as children who may be "at risk". Each school will, in the next three - six years, operate a Response to Intervention Teams to promote data driven instruction, to individualize learning experiences and to effectively integrate resources which would positively impact the child's educational program.
- B. **Career and Technical Education Programming:**
All students in the Sharpsville Area School District have an opportunity to attend the Mercer County Career Center for those interested in specializing in one of thirteen trades offered there. For students with an IEP or 504, this would be considered in the regular education setting given that many of the students attending do not receive special education services.
- C. **Individual/Small Group Setting (Tutoring):**
The Individual/Small Group Instruction program provides students with disabilities support that helps to increase their opportunity to benefit from regular class placement. This is supplemental instruction which focuses on targeted IEP goals and objectives.

Depending upon each student's individual needs, this instruction could include academic support, as well as assisting students in becoming independent in the "process" of learning through the use of compensatory strategies, and study/organizational techniques.

D. Resource Room (40% to 79% of the day with non-disabled peers):

The Resource Room serves children whose disabilities require intensive programming in math and English Language Arts. Although continued participation in the child's regular class activities is encouraged, the Resource Rooms offer an alternative/modified curriculum in a small group setting, which provides personalized options that are not offered in the general education program. These placements are considered cross-categorical, meaning students with a variety of disabilities are served in the same special class. The goal of the Sharpsville Area School District Resource Rooms is to (a) provide the intensive intervention necessary for students to ensure gaps are filled and (b) so the student can return without delay to a setting with their regular education peers.

E. Self-Contained Classroom/Functional Academics:

Students with disabilities who receive general education 39% or less of the day with non-disabled peers. This does not include students who receive their education at public or private separate day centers or residential facilities. These programs include: Autistic Support Education Classrooms at the elementary school and the middle/high school as well as functional academic rooms at the middle school and high school.

F. Separate Facility:

Separate facilities are, typically, schools outside of the district that are designed specifically for students with disabilities.

G. Home Instruction:

Home instruction is an individualized education program provided at home to a child with a disability which prevents the child from attending a regular or special program even with the aid of special transportation.

H. Institutions and Hospitals:

This is reserved for students in need of acute medical attention that would interrupt regular attendance at school. It is important that while students receive this attention they also receive an appropriate and substantial education in order to maintain their education to the maximum extent possible while undergoing treatment.

Related Services on the Continuum of Services

Related Services are support services needed to allow children with disabilities to benefit from special education. These include, but may not be limited to the following:

- Adapted Physical Education Services
- Aide Services
- Audiological Services

- Behavior Consultant
- Brailist
- Interpreter Services
- Occupational Therapy Services
- Orientation & Mobility Services
- Physical Therapy Services
- School Psychological Services
- Speech and Language Services
- Transportation
- Vision Specialist
- Work-Study/Transition Services
- Counseling Services
- Nursing Services

The District follows the guidelines and procedures as outlined in Chapter 14, the state standards and other regulations whereby the District IEP teams consider the full continuum of services from the regular education classroom to private institutions when determining the best programs and services for each child. Each building operates a Student Assistance Program . SAP is a systemic process using techniques to mobilize school resources to remove barriers to learning. The core of the program is a professionally trained team, including school staff and liaisons from community alcohol and drug and mental health agencies. SAP team members are trained to identify problems, determine whether or not the presenting problem lies within the responsibility of the school and to make recommendations to assist the student and the parent. When the problem lies beyond the scope of the school, the SAP team will assist the parent and student so they may access services within the community. The student assistance team members do not diagnose, treat or refer to treatment; but they may refer for a screening or an assessment for treatment.

The elementary school also operates a Child Study Team concurrently with the buildings ESAP (Elementary SAP) to regularly review student data (quantitative and qualitative) for the purpose of identifying students who may be at-risk of failing due to academic, social-emotional, and/or behavioral concerns. Tier I interventions are planned and implemented for a designated period of time before the team reconvenes to assess progress and make a recommendation to continue the programming as is or move the student to the next tier of interventions (Tier II or Tier III).

A multitude of supplementary aids and services to support students in the District's regular

education environment are first considered prior to any consideration of alternative programming. PDE, PaTTAN, MIU IV and other agencies have provided trainings to ensure the LRE is utilized at the best extent possible for each student. Some of these trainings include:

- Research based direct instruction models for Language Arts and Mathematics
- Co-Teaching/Co-Planning training
- Classroom walkthroughs of District inclusive classrooms
- Behavior Support Assessment and Intervention Training
- Adaptation and Modification training
- Multi-Tiered Support System and the implementation of Positive Behavior Intervention and Supports as well as Response to Intervention certification.
- Lindamood Bell intensive assessment and intervention program for students with dyslexia
- Applied Behavior Analysis (ABA) for our autistic education programs
- Ukeru Hands-Off restraint system training

The Sharpsville Area School District will begin to implement the Charting the LifeCourse program. This is a tool presented by PaTTAN to assist IEP teams with creating a vision for the future. It is designed to help the IEP team think about the questions to ask as well as the choices, options and life experiences to consider as the student and his/her family “plot a course” to a full and meaningful life. The Charting the LifeCourse will focus on the following elements to provide an individualized comprehensive plan for each student.

1. Collaborative teaming model at all levels.
 - a. School personnel
 - b. Student
 - c. Parent/Guardian
 - d. Community Support Agencies
 - e. Community resources including local businesses and universities
2. Short and long term goal setting
3. Healthy and productive relationships between home and school
4. Family participation in all aspects of the educational program, related services, interagency involvement.

5. Development of executive functioning skills designed to promote self-advocacy and independence.

The Sharpsville Area District promotes the inclusion of all students within the general education setting and grade-level peers. Upon identification for special education services, the IEP team will systematically consider all placement options that allow a student to participate with their grade level peers to the maximum extent possible. All potential supports (related services, modifications, accommodation, and specially designed instruction) are carefully weighed in regard to the benefits and drawbacks in order to ensure that each student is appropriately challenged within the recommended setting. The discussion promoted by the Charting the LifeCourse model will help ensure a collaborative discussion where educational decisions are made in the best interest of the student; the concerns, short-term, and long-term goals of the student and his/her family become a foundation for the educational plan and interagency involvement. The burden of proof will fall on the district if a decision to remove a student from a more inclusive setting would be recommended. Section 300.320 (a) (4), (5), and (6) of IDEA requires districts to:

- (4) Provided a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child--
 - (i) To advance appropriately toward attaining the annual goals;
 - (ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and
 - (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;
- (5) Provide an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in paragraph (a)(4) of this section;
- (i) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and districtwide assessments consistent with section 612(a)(16) of the Act; and
- (ii) If the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or district-wide assessment of student achievement, a statement of why--
 - (A) The child cannot participate in the regular assessment; and

- (B) The particular alternate assessment selected is appropriate for the child;
and

The Sharpsville Area School District will adhere to these guidelines by demonstrating that continued education in the current setting could not satisfactorily meet the educational, emotional, and/or behavioral needs of a student even with the necessary supplemental aids and services before a student would be removed from the regular education setting.

Supplementary aids and services, based on peer-reviewed research and validated within the field, are designed to advance a student toward attaining annual goals, to enable a student a level of engagement in the general education curriculum, to enable a student the opportunity to participate in extracurricular and other non academic activities, and to participate with other children who have disabilities or children who do not have disabilities. These supplementary aids and services include, but are not limited to:

Equipment	<p>The SASD IEP format lists 19 examples of potential equipment that can be considered for students to be successful in the regular ed. setting. Other equipment beyond the 19 listed in the IEP are also considered/imbedded at the IEP meeting. Sample equipment includes such things as adaptive keyboards, pointing devices, document cameras, trackballs, and joysticks, Chromebooks, Ipads, voice synthesizers, pencil grips, flexible seating, sensory input devices, headphones, specialized furniture, weighted equipment. Other items include digitized speech devices, portable word processors, screen readers, single switch access and talking word processors are some of the many examples of equipment that are available to meet the students' needs.</p>
Instructional Strategies	<p>The SASD IEP format lists 26 examples of potential Aids/Services that can be considered for students to be successful in the regular ed. setting. Other Aids/Services beyond the 26 listed in the IEP are also considered/imbedded at the IEP meeting. Strategies include (but not limited to) structured study guides, replacement curriculums, extra skill practice, skeletal outlines, what you need to know charts, information organizers, co-teaching, paired reading-writing, Lindamood Bell reading intervention program, tutoring, ESL services, scaffolding, differentiated instruction, independent studies, job-shadowing, and differentiated curriculum.</p>
Modifications and SDI	<p>The SASD IEP format lists 22 examples of potential Modifications/SDI that can be considered for students to be successful in the regular ed. setting. Others beyond the 22 listed in the IEP are also considered/imbedded at the IEP meeting. Examples include (but are not limited to) additional time, chunking of assignments, shorter assignments, assistance from special teacher/aide, alternative assignments/tests, multiple test sessions, allow verbal explanation, testing modifications and accommodations, and accepting spelling</p>

Social, Behavioral and Emotional Supports and Executive Functioning	<p>approximations are a few of the examples of the modifications and/or SDI offered.</p> <p>The SASD provides additional supports and instruction focused on helping students develop appropriate coping skills and self-management. Executive functioning skills are supported through direct instruction, student planners, Class Dojo (elementary and middle school), Google Classroom and Calendar, parent-teacher communication journals, and the teaching of organizational as well as study skills. The SASD also provides a safe a secure learning environment through the use of school tours, student ambassadors for new or visiting students, Buddy Benches, interagency involvement to support social, behavioral and emotional needs, emotional support periods throughout the day to help students learn proper coping mechanisms, Functional Behavior Assessments, and Behavior Improvement Plans.</p>
Staff Supports	<p>Least Restrictive Environment (LRE) practices are supported through ongoing professional development in differentiated instruction and inclusive teaching methods (co-teaching, pre-teaching, small group, large group, etc.). Administrative support is provided through walkthroughs, formal observations, the inclusion of staff members in decisions/alignment involving curriculum, instructional materials, and professional development options. The staff receives training on the following topics: bullying prevention, ALICE (intruder alerts), FAPE, suicide prevention, proper use of hands-off restraints and de escalation strategies.</p>
Community Involvement	<p>Parents are welcome members of the SASD learning community. Parents participate in district-level gifted education and special education meetings to help guide decision making, procedures, and policies. Parents are also encouraged to request additional IEP meetings throughout the year to address any questions, concerns, potential revisions to the approved service plan.</p>

The SPP (School Performance Profile) indicates that the Sharpsville Area Elementary School had a score of 84. The Sharpsville Area Middle School had a score of 90, and the Sharpsville Area Senior High School had a score of 87.6. All of these scores were in the higher levels of student performance in Mercer County, with the Middle School being ranked first in Mercer County. In the area of percentage of students enrolled in special education, the Elementary center has .52% gifted and 15.42% special education. The Middle School has 3.73% gifted and 9.9% identified as special education and finally the High School has 2.15% gifted and 10.57% identified as special education. We currently have 2 students placed out of the District, 1 in Multi-Handicapped classroom and 1 in Residential School. Their placement was determined by the fact that the home school could not provide FAPE. This was discussed and approved in an IEP meeting with the appropriate NOREP and parental

approval.

The Sharpsville Area School District needs to address is the intensive early intervention in reading. Statistically, 70-80% of all specific learning disabilities in reading are directly related to dyslexia; however, many school districts do not employ the intensive tier-based interventions necessary to help students gain independence in reading fluency and comprehension. In response this, the Sharpsville Area School District will be adopting the Lindamood Bell Intensive Reading Intervention Program for student with dyslexia beginning in the 2018-2019 school year. Lindamood-Bell has pioneered programs to develop the sensory-cognitive processes that underlie reading and comprehension. Based on the Orton-Gillingham approach, the programs being adopted (Seeing Stars and Visualization/Verbalization) develop the imagery-language connection underlying the reading, comprehension, and math processes. However, whereas programs like Orton-Gillingham focus on instructional strategies and expectancies related to phonetic processing, Lindamood-Bell programs stimulate the cognitive skills for reading fluency and language comprehension. The program will include training of fifteen teachers district-wide (including our school psychologist and speech therapist) in the assessment and intervention process in a partnership with Lindamood Bell. The training will include 90-150 hours of coaching throughout the school year to ensure mastery and fidelity with the implementation of the research validated best practices associated with this intervention program. This tiered approach will also fit well into the district's move toward using the RtI process to identify students within the category of Specific Learning Disability.

The Sharpsville Area School District has an amazing staff dedicated to the success of every student. We support inclusive practices with the majority of our special needs population in an itinerant setting; however, we also recognize the need of some students to receive specialized instruction in a Supplemental setting and work with those students/families to deliver a program which meets their more intensive needs while still providing opportunities to attend class with their grade level peers. The Sharpsville Area School District does operate two self-contained autistic classrooms (elementary and ms/hs) as well as two self-contained functional skills classrooms (ms and hs) for students with intensive needs due to their identification as AU, OI, MU, and ID. These Full-Time students may receive instruction in core subjects, but attend elective courses with their grade level peers; they receive the necessary supports (accommodations/modifications/specially designed instruction) for them to be successful. The Sharpsville Area School District also maintains its' own cyber school to meet the social, emotional, behavioral, and medical needs of students. This program provides a direct connection to the curriculum in cases where a student may be unable to attend school due to injury, anxiety, illness and/or other debilitating condition.

All placement decisions are based on a multiple points of data to ensure the appropriate program within the Least Restrictive Environment and are finalized in collaboration with the student and their family. The Director of Student Services makes an effort to attend each meeting to ensure participation by school staff (school principal, school psychologist, instructional staff, related service staff, agency representation) and to ensure that parent voice, questions, and concerns are taken into account before making a final decision on

placement. Families are also encouraged by the staff to communicate frequently with the staff. The Sharpsville Area School District staff makes it clear to all members of the IEP team that although the standard for IEP meetings is to meet once each year, we expect to meet more often to review progress toward goals and make adjustments when necessary to support the growth of each student toward their goals.

Behavior Support Services

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

The following is a summary of the School District Policy:

Any eligible student who exhibits behavior problems which interfere with the student's ability to learn must have a program of behavior management. This behavior management plan will be included in the Individualized Education Program (IEP) and shall:

- Primarily focus on positive rather than negative measures.
- Use interventions that are the least intrusive necessary.
- Not substitute aversive techniques, restraints or discipline for the systematic application of behavior change techniques.
- Only use techniques for which the staff has been adequately trained.

The behavior management policy represents a three (3) tier hierarchical model based upon the best practices cited in the current professional literature. The policy also presents an array of models from which to choose depending upon staff training and type of behaviors which require attention. The three (3) levels of intervention are:

- Level I — Good classroom management strategies. Level I does not require a behavior management program attached to the IEP.
- Level II — Specific interventions designed for individual students. Level II requires a behavior management program attachment to the IEP. Tier II is currently in the beginning phases of implementation. We have CICO (Check in Check Out) in place. Students begin each day checking in with a staff member who encourages them to have a good day. The student carries a folder with them and receives a score from each classroom teacher. The students then check out at the end of the day with the same staff member. If they receive a high enough score for the week, they receive a reward.

- Level III — Very restrictive interventions which can only be considered after Level II interventions are determined ineffective. Level III interventions require the IEP team to reconvene.

School staff has received, and will continue to receive, training in MTSS PBIS supports at all three tiers. IN 2018-219, staff will be trained in UKERU deescalation and blocking techniques to (a) deescalate self-injurious behaviors or aggressive behaviors before they get to that level and (b) intervene in those situation through the least invasive response possible, maintaining the safety of the student without restraint use.

The Sharpsville Area School District will be received school-based behavioral services through the Intermediate Unit (IU4) intinerant level social and emotional support program.

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 Individuals with Disabilities Education Act (IDEA) guarantees the right to a [free and appropriate public education](#) (FAPE) for kids with disabilities. That can include kids with learning and attention issues. FAPE is one of the most important legal rights a child has. The Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Section 1400 et seq.) requires each LEA, including charter schools, to make available a free appropriate public education (FAPE) in the least restrictive environment (LRE) and provide a continuum of placement alternatives for children with disabilities. As part of the Individualized Education Program (IEP) meeting, the IEP team must consider where the special education programs and services will be delivered. Like FAPE, LRE is a determination that must be made on an individual basis. To accomplish the delivery of special education programs and services in the LRE, LEAs are required to ensure (1) that the placement be determined by the child's IEP team; (2) that a continuum of placement alternatives be discussed; and (3) that a child with a disability be provided with instruction in a setting different from that of non-disabled peers ONLY when the nature or severity of the child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. In addition to regular and special education classrooms, the continuum of placement alternatives the IEP team can consider include public or private institutions or other care facilities.

The Pennsylvania special education regulations contained in Chapter 14 and Chapter 711 of

Title 22 of the Pennsylvania School Code describe a wide variety of special education service and placement options which may, as determined by the IEP team, be pursued by LEAs. The special education programs and services that are specified in Chapters 14 and 711 may be provided directly by LEAs or through an arrangement with another public agency or private organization. Under 22 Pa. Code § 14.102 and § 711.2, LEAs may enter agreements regarding the provision of services for children with disabilities. Here's what FAPE requires if a child qualifies for special education services.

What FAPE Requires a School to Do

- Provide special education to meet the unique needs of all children. This means specially designed instruction.
- Provide related services to help your child benefit from special education. Related services may include things like speech therapy, counseling or even transportation.
- Provide these services at no charge.
- Provide accommodations and modifications that help a child learn and participate in the general education curriculum.
- Create an Individualized Education Program (IEP) for a child identified for special education services. This is a written plan for a child's special education experience at school. By law, an IEP must include things like services, progress monitoring, annual goals and more.
- Teach a child in the least restrictive environment (LRE). As much as possible, a child should be learning alongside students who don't receive special education. Placement in a separate class is only allowed if it's necessary to meet a child's unique needs.

The Sharpsville Area School District does not have significant difficulty ensuring FAPE for any individual students or disability category in direct partnership with the student and his or her family (parent/guardians). We take pride in our ability to provide a seamless program to ensure the academic, social, behavioral, and emotional well-being of each student in our care. We are currently realigning our progress monitoring practices to reflect a more accurate, more consistent, and more frequent review of student progress toward goals/objectives stated in the IEP. Specifically, we will reviewing and revising our practices along the following elements of program delivery and progress monitoring:

1. The writing of curriculum-based goals with supporting short-term objectives for all students when appropriate.
2. Training of general education staff in collecting assessment data to support goals and objectives outline within the IEP of students who are in inclusion settings.
3. Develop a more efficient system of sharing this information between regular education, special education, and support staff.

4. Provide more consistent, more frequent, and clearer progress monitoring reports to families regarding the planned learning goals and objectives.
5. Develop a process where the IEP can meet to discuss the achievement and revision of goals quickly in order to not delay continued growth with the planned goal/objective or within the content area of the goal/objective.

Additionally, the Sharpsville Area School District collaborates effectively with outside agencies to provide additional support for students (educational, emotional, social, and behavioral). These agencies include, but are not limited to:

- Local District Magistrate
- Sharpsville Area Police Department
- Juvenile Probation
- Youth Advocate Program
- United Way After School Programs
- Children and Youth Services
- Kitestrings
- Pathfinders
- Family Behavioral Resources
- Sharon Regional Health System
- Mercer County Behavioral Health Commission
- Midwestern Intermediate Unit IV
- Paoletta Counseling
- Office of Vocational Rehabilitation
- Mercer County MH/MR
- PaTTAN
- Mercer County Career Center
- Western PA School for the Blind
- Head Start
- Early Intervention Programming
- Local Food Pantry

If/when the situation where we are unable to provide FAPE, the IEP team would link with MIU IV, PaTTAN Pittsburgh and other Intensive Interagency Consultants and/or CAASP to attempt to ensure FAPE for the child in a comprehensive program that meets his/her needs.

We are currently looking to add an inhouse full day or partial period(s) emotional support program. The Sharpsville Area School District is also aware of other obligations to provide immediate education to homeless/displaced students under the McKinney-Vento Act. We work closely with other districts to ensure the immediate placement and transportation of students to prevent any delay and/or any interruption of services.

The district has and will continue to meet all educational and fiscal responsibility to provide FAPE to all students. Additionally, we will continue our collaboration with outside/inter-agency programs to provide the necessary supports for students and their families.

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
Persues House	Other	LS	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	23	0.7
Locations:				
Sharpsville Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	9	0.3
Locations:				
Sharpsville Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 31, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	11	0.4
Locations:				
Sharpsville Area	An Elementary School	A building in which General Education		

Elementary School	Building	programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	8	0.4
Locations:				
Sharpsville Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	12 to 12	1	0.2
Locations:				
Sharpsville Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 12	1	0.1
Justification: Students are ungraded				
Locations:				
Sharpsville Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 12	5	0.7
Justification: Students are ungraded				
Locations:				
Sharpsville Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	10 to 10	1	0.2
Locations:				
Sharpsville Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 21	6	0.9
Justification: Special Education law allows a student to be educated until age 21.				
Locations:				
Sharpsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	15 to 21	1	0.1
Justification: Special Education law allows a student to be educated until age 21.				
Locations:				
Sharpsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	12	1
Locations:				
Sharpsville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: July 1, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	5 to 11	27	0.7

	Support			
Justification: Speech Teacher services all students in grades PreK-12				
Locations:				
Sharpsville Area Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 14	5	0.1
Locations:				
Sharpsville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 21	4	0.1
Justification: Special Education law allows a student to be educated until age 21.				
Locations:				
Sharpsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 31, 2015

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	16	0.9
Locations:				
Sharpsville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	2	0.1
Locations:				
Sharpsville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	10	0.6
Locations:				
Sharpsville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	7	0.4
Locations:				
Sharpsville Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	12 to 16	6	0.9
Locations:				
Sharpsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 12	1	0.1
Locations:				
Sharpsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	18	0.8
Locations:				
Sharpsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	4	0.2

Locations:				
Sharpsville Area High School	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessional	Sharpsville Area Elementary School	8
Paraprofessional	Sharpsville Area High School	6
Psychologist	Sharpsville Area School District	1
Paraprofessional	Sharpsville Area Middle School	7
Director of Student Services	Sharpsville Area School District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
OT	Outside Contractor	5 Days
PT	Outside Contractor	5 Days
Speech and Language Services	Outside Contractor	5 Days
Vision Support	Intermediate Unit	5 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:

This question has not been answered.

District Accomplishments

Accomplishment #1:

Student attendance throughout the schools is consistently high. Our student handbooks are distributed yearly which outlines our attendance policies. School safety and bully prevention programs are in place and addressed as needed.

Accomplishment #2:

Our School Wide Positive Behavior Support program has been fully instituted at our Elementary School.

Accomplishment #3:

District educators value continuing education and collaborate on a monthly, sometimes weekly, basis. Professional development days are scheduled throughout the year to focus on sustained initiatives. All district professionals and paraprofessionals meet standards as being Highly Qualified.

Accomplishment #4:

Sharpsville Area School District is proud and honored to be in partnerships with the Community Food Warehouse and the First Presbyterian Church of Sharpsville to provide nutritious and child friendly food items to eligible children each weekend through the Backpack Program.

Accomplishment #5:

Dual enrollment program - Sharpsville Area High School students can simultaneously earn high school and college credit while enrolled in the District's dual enrollment program. Students can access college credits through agreements with Penn State Shenango and Butler County Community College.

Accomplishment #6:

Sharpsville Area School District is being recognized as a Pennsylvania Don Eichhorn Schools: Schools to Watch. As a 2017 School to Watch site, schools throughout our state will have an opportunity to visit our school and experience firsthand what a high performing middle grade school is like while daily working on its' trajectory towards success. Sharpsville Middle School joins a very select cadre of 38 schools in Pennsylvania, and over 400 around the nation, that are Schools to Watch!

Accomplishment #7:

Middle School House Program

Students spend three years in MIDDLE SCHOOL COUNTRY...

While there, they join a HOUSE. There are 4: Sharp House, Pierce House, Mahaney House, and Peibly House.

Within the first weeks of school, all middle school students will be randomly sorted into their houses. Each house will have students from 6th, 7th, and 8th grade. After the 2015-16 school year, only 6th graders will need to be sorted. Once you join a house, you are a member FOREVER.

There will be grade level picnics at Buhl Park in September to do team-building activities and to select a HOUSE MOTTO, CHEER, and SONG, and to design a BANNER and TSHIRT. The Parent Council and Natural Helpers will work with kids to support this process, financially and logistically.

Each house will vote on an 8th grade HOUSE CAPTAIN and a 7th grade HOUSE CO-CAPTAIN who will serve as leaders and spokespersons for the house. There will be new captains and co-captains each year.

Each house has two HOUSE ADVISORS. These people serve as advocates for every student in the house, and foster a relationship that lasts through the entire middle school experience.

Students can earn HOUSE POINTS. These can be earned by participation in extracurricular activities, excellent classroom performance or effort, community service, exhibiting the pillars of character, or any other positive contribution to middle school life. Points are earned in increments of 5. Any staff member can give points. Once earned, they cannot be lost. Leftover house points transfer to the next school year. Students can also earn points for their parents' attendance at parent night activities.

Throughout the year, there will be different levels of PRIZES that can be purchased with HOUSE POINTS.

Accomplishment #8:

Sharpsville Area School District's Autistic Support Program - Our program aims to impact our student's lives by creating a learning environment that meets their individual needs on the academic, physical, social and sensory levels. Each day we ask: What did our student do today? What can we celebrate? What is the next goal for this student? And nothing less. Our students have the opportunity to learn and grow in a classroom that meets their learning needs, sensory needs, and social needs all while nestled in a community that embraces our students and learns and grows from their environment.

Accomplishment #9:

The Sharpsville Area School District food pantry is now up and running in the High School Middle School Nurse's Office. Students are able to stop and get some food or a bag of food to take home as needed. There of course is no cost and all names remain confidential

District Concerns**Concern #1:**

Lack of District wide process for identifying and screening academically at risk students

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

Lack of District wide process for identifying and screening academically at risk students

District Level Plan

Action Plans

Goal #1: Implement a research based intervention program to identify and then develop the appropriate intervention.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Dibels

State Assessment Data

Teacher Input and Recommendation

Specific Targets: Our specific targets will include:

1. Closing the achievement gap
2. Targeting one years academic growth
3. Utilizing interventions K-2 to prepare students to be at or near grade level by the time they take the state assessment
4. Increasing attendance rate
5. Utilization of a school wide behavior support plan

Strategies:

Multi-Tiered Systems of Support (MTSS-RtII)

Description:

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

SAS Alignment: Instruction

Implementation Steps:

Lindamood Bell

Description:

Training for all range instruction

Start Date: 8/1/2018 **End Date:** 6/1/2022

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

Supported Strategies:

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

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:		Implement a research based intervention program to identify and then develop the appropriate intervention.					Strategy #1: Multi-Tiered Systems of Support (MTSS-RtII)		
Start	End	Title			Description				
8/1/2018	6/1/2022	Lindamood Bell			Training for all range instruction				
	Person Responsible John Vannoy	SH 1	S 52	EP 8	Provider Lindamood Bell			Type For Profit Company	App. Yes

Knowledge

Lindamood-Bell has served thousands of students in both clinical and school-based settings for over 30 years. Those helped by this program include children and adults alike, ranging from those who wish to perform in accelerated programs to those diagnosed with dyslexia, ADHD, and students with developmental delays or autism. This multi-sensory process of instruction has been developed to work across multiple-disciplines and utilizes knowledge from reading development, neuroscience, cognitive psychology, linguistics, and even mathematics.

Supportive Research

The success of the program relies on its unique approach through research-validated sensory cognitive-instruction. This success has been proven time and time again as the Lindamood-

Bell program actively participates in peer-reviewed studies and intensive monitoring of the implementation of LMB methods in the school setting by LMB staff to ensure the highest level of integrity is given to their methods and processes.

Designed to Accomplish

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

Series of Workshops

Training Format

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

	School counselors Paraprofessional		High (grades 9-12)
	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers		
Follow-up Activities	Analysis of student work, with administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Creating lessons to meet varied student learning styles		Participant survey
	Lesson modeling with mentoring		Review of participant lesson plans

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 of 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.

Affirmed by Bill Henwood on 11/20/2018

Board President

Affirmed by John Vannoy on 11/29/2018

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 Bill Henwood on 5/31/2018

Board President

Affirmed by John Vannoy on 5/31/2018

Superintendent/Chief Executive Officer