

Halifax Area SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

3940 Peters Mountain Rd
Halifax, PA 17032-9098
717-896-3416
Superintendent: David Hatfield
Director of Special Education: Lisa Slover

Planning Process

The Comprehensive Plan for the Halifax Area School District was developed in accordance with the most current Chapter 4 Regulations and Guidelines. The comprehensive planning process began in February 2019. The superintendent and administrators collected qualitative and quantitative data about the district's reasons to celebrate, opportunities for growth, and challenges to overcome. Also, the superintendent distributed surveys to three stakeholder groups. 141 parents answered the survey. 308 students and 81 teachers participated in the survey. Information was also gathered by talking to graduates, support staff personnel, administrators, and board members. In addition to examining student achievement data, answers to questions about what the district does well, what the district can do better, challenges the district faces, and what initiatives the district should focus on over the next three years were examined for prevailing themes. Much of the data was compiled into a document prepared for all stakeholders called Measuring School Success at Halifax. This booklet was presented to the board, posted online, e-mailed to families and stakeholders, and distributed in the community.

In the spring of 2019, a comprehensive planning committee was created under the direction of the superintendent of schools. This committee was comprised of teachers, educational specialists, local business representatives, administrators, community representatives, parents, and board members. This committee formally met on two occasions: April 16, 2019 and May 21, 2019. During these meetings, the committee reviewed the quantitative and qualitative data, reviewed the vision and mission statements for the district, and examined the student achievement, community engagement, and stewardship anchor goals, in addition to the proposed action plans to achieve these goals.

On July 8, 2019, the administrative team reviewed a rough draft of the Comprehensive Plan. The comprehensive planning committee was then invited to review the draft and make recommendations for further revision during a one-month period between July 23, 2019 and August 23, 2019. The Comprehensive Plan's anchor goals and action steps were presented to the school board at a public meeting on August 13, 2019. The Comprehensive Planning document was then made available for public review and comment for a minimum of 28 days from August 13, 2019 through September 24, 2019. Final board approval took place on October 22, 2019.

Mission Statement

The Halifax Area School District, in partnership with students, parents, and community members, will provide each child with a safe, supportive, and challenging environment that will empower and inspire them to reach their potential as prepared, engaged, and responsible citizens.

Vision Statement

Empowering and Inspiring Students to be Prepared, Engaged, and Responsible Citizens.

Shared Values

The Halifax Area School District's shared values are Student Achievement, Community Engagement, and Stewardship. As a school district community, we believe that each student possesses unique talents and abilities, is valued and respected, and feels safe and encouraged to learn. Each school has staff members that demonstrate caring and committed attitudes toward students and each other. As a result, district personnel are sensitive to all students' needs, providing leadership that promotes a positive climate and challenges students to do their best in a curriculum driven by valid and reliable assessments. Because staff members value professional development and continuous learning, support systems that ensure each child's continuous growth, safety, and welfare exist in all school buildings.

The district's parents and guardians are invested in their children's education. They acknowledge their role as primary educator and understand educating their children is a priority and shared responsibility. Parents and guardians are responsive to feedback and outreach from the school community; they support and supplement teachers' efforts.

Community members provide opportunities to expand educational programs, are encouraged to contribute productive feedback, and support the mission, vision, and goals of the school district. They acknowledge the school's role as a leader in the larger community and understand a successful school district is essential to the community's success as a thriving entity.

Educational Community

The Halifax Area School District is a small, suburban, public school district located in Dauphin County in South Central Pennsylvania. The school district was founded in 1958 and serves students from Halifax Borough, Halifax Township, Wayne Township, and Jackson Township. The school district encompasses 83 square miles.

The Halifax Area School District's educational program is organized into three age appropriate levels: Elementary School (grades Pre K-5), Middle School (grades 6-8), and High School (grades 9-12). Schools in the district include Halifax Elementary School, and Halifax Middle/High School (middle and high school programming is housed in one building). The district is currently experiencing a decline in enrollment as the number of students it serves has decreased by 200 since 2008. In the Fall of 2019, PDE has approved the closing of the Enders-Fisherville School. One Pre-K

classroom, our Kindergarten and 1st grade classrooms moved to the Halifax Elementary building. HASD has maintained ownership of the Enders-Fisherville building.

The Halifax Area School District is a nationally recognized State School of Character and provides strong academic and extra-curricular programs. All students receive direct instruction in character education to teach them how to make better choices and encourage them to act responsibly and with consideration. Students in the primary and elementary school receive instruction in language arts, math, science, social studies, health, physical education, art, music, guidance, and library. Students in the middle school receive instruction in English Language Arts, math, science, social studies, health, physical education, art, music, technology education, and digital applications.

Middle school student may also choose to take Spanish I in 8th grade. High school offerings are diverse and include a variety of honors and academic courses in English, social studies, mathematics, science, work-based learning, art, music, technology education, business, health, physical education, and family and consumer sciences.

The district's partnership with the Upper Dauphin School District and Dauphin County Technical School affords students opportunities to specialize in several career and technical education clusters including: Arts and Communications, Business, Finance and Information Technology, Engineering and Industrial Technology, Human Services, and Science and Health. High school students can earn college credit through Advanced Placement courses in social studies, math, and English. The high school also partners with Harrisburg Area Community College to offer a "College in the High School" program in such academic and technical areas. All courses are aligned to state and national standards.

Gifted programs, ESL instruction, and special education programs are provided at all levels. A counselor is available at each level (elementary, middle, and high school) to provide students with academic, career development, and support services. The district is committed to using technology to advance student achievement by providing relevant resources and the expertise of a full-time Technology Integration Specialist.

The Halifax Area School District serves a diverse population of learners. District students are categorized as follows according to the Pennsylvania Department of Education's data collection snapshot taken on October 1, 2018. Ethnicity: 91.69%-Caucasian; 2.16%-African American or Black; 2.36%-Hispanic; 2.16%-Multi-racial; 1.38%-Asian. The district currently serves one Limited English Proficient students, eighteen Gifted students, and 198 Special Education students. Approximately 39.1 percent of the district's students are categorized as Low Income.

The Halifax Area School District enjoys strong community support for public education. A variety of non-profit and post-secondary organizations partner with the district including: Northern Dauphin County Human Services, Harrisburg Area Community College, Shippensburg University, The Capital Area Intermediate Unit, Junior Achievement of Harrisburg, LIU #13, Lebanon Valley College, Susquehanna University Advancing Science, local churches, Friends of Fort Halifax, The Ned

Smith Center, Communities that Care, Wilson College, Camp Hebron, Food for Families, Edu spire, and the Halifax Elementary PTO.

Planning Committee

| Name | Role |
|-------------------|---|
| Matt Czaplicki | Administrator : Professional Education |
| Dave Hatfield | Administrator : Professional Education |
| Mike Sim | Administrator: Professional Education |
| Rick Ansel | Building Principal: Professional Education |
| John Osuch | Building Principal: Professional Education |
| Darla Greene | Business Representative: Professional Education |
| Nicole Rickert | Business Representative: Professional Education |
| Heather Crook | Community Representative: Professional Education |
| Summer Dobbin | Community Representative: Professional Education |
| Christine Miller | Ed Specialist - Other: Professional Education |
| Carole Fetterhoff | Ed Specialist - School Counselor: Professional Education |
| Heidi Eyster | Elementary School Teacher - Regular Education: Professional Education |
| Holly McGuire | Elementary School Teacher - Special Education: Professional Education |
| David Kaler | High School Teacher - Regular Education: Professional Education |
| Schultz Tricia | High School Teacher - Regular Education: Professional Education |
| Andrea Black | High School Teacher - Special Education: Professional Education |
| Heather Frantz | Middle School Teacher - Regular Education: Professional Education |
| Jennifer Warrick | Middle School Teacher - Special Education: Professional Education |
| Summer Dobbin | Parent: Professional Education |
| Brad Harker | Parent: Professional Education |
| Emily Hoffman | Parent: Professional Education |
| Ed Reiner | Parent: Professional Education |

| | |
|----------------|--|
| Greta Wright | Parent: Professional Education |
| Lisa Slover | Special Education Director/Specialist: Special Education |
| Lauren Hoffman | Student: Professional Education |
| Carla Sauer | Student Curriculum Director/Specialist: Professional Education |

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 | Accomplished | Accomplished |
| Economics | Developing | Developing |
| Environment and Ecology | Developing | Developing |
| Family and Consumer Sciences | Developing | Developing |
| Geography | Developing | Developing |
| Health, Safety and Physical Education | Accomplished | Accomplished |
| History | Accomplished | Accomplished |
| Science and Technology and Engineering Education | Accomplished | Accomplished |
| Alternate Academic Content Standards for Math | Developing | Developing |
| Alternate Academic Content Standards for Reading | Developing | Developing |
| American School Counselor Association for Students | Developing | Developing |
| Early Childhood Education: Infant-Toddler→Second Grade | Developing | Developing |
| English Language Proficiency | Developing | Developing |
| Interpersonal Skills | Accomplished | Developing |
| School Climate | Accomplished | Developing |

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

Not Applicable

Elementary Education-Intermediate Level

| Standards | Mapping | Alignment |
|--|--------------|--------------|
| Arts and Humanities | Accomplished | Accomplished |
| Career Education and Work | Accomplished | Accomplished |
| Civics and Government | Accomplished | Accomplished |
| PA Core Standards: English Language Arts | Accomplished | Accomplished |

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

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

Not Applicable

Middle Level

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

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

No American School Counselor Association for Students courses are provided.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

*Unchecked answers**None.***Middle Level***Checked answers*

- Arts and Humanities
- History
- Science and Technology and Engineering Education

*Unchecked answers**None.***High School Level***Checked answers*

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

*Unchecked answers**None.*

Explanation for any standards checked:

Halifax Area School District continues to follow the Pennsylvania Core Standards as proposed by the State Board of Education. New middle school initiatives include World Language for 8th grade students and an Allied Arts rotation for all middle school students which includes Art, Music, Technology Education, and Digital Applications. New high school initiatives include Advanced Placement offerings in English and History, College in the High School courses in Technology Education, Health and Wellness, and English, along with a career and technical education program of study in Business. The district is also integrating Science, Technology, Engineering and Math into its middle and high school math, science and technology education curriculums. Partnerships with local universities and Junior Achievement have been created to grow the district's STEM program.

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:

A Director of Curriculum, Instruction, and Assessment along with the building principals work with classroom teachers to monitor student achievement through the use of grade level and common assessments. Administrators routinely meet with teachers who make recommendations regarding which assessments the district should use. Faculty meetings are often used to align curriculum among grade levels.

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

Not Applicable.

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:

A Director of Curriculum, Instruction, and Assessment along with the building principals work with classroom teachers to monitor student achievement through the use of grade

level and common assessments. Administrators routinely meet with teachers who make recommendations regarding which assessments the district should use. Faculty meetings are often used to align curriculum among grade levels.

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

Not Applicable.

Middle Level

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

Processes used to ensure Accomplishment:

A Director of Curriculum, Instruction, and Assessment along with the building principals work with classroom teachers to monitor student achievement using grade level and common assessments. Administrators routinely meet with teachers who make recommendations regarding which assessments the district should use. Faculty meetings are often used to align curriculum among grade levels.

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

Not Applicable.

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:

A Director of Curriculum, Instruction, and Assessment along with the building principals work with classroom teachers to monitor student achievement using grade level and common assessments. Administrators routinely meet with teachers who make recommendations regarding which assessments the district should use. Faculty meetings are often used to align curriculum among grade levels.

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

Not Applicable.

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 standard aligned curriculum.

Teachers in each classroom continually review assessment data and monitor IEPs to guide their instruction which includes continually modifying lessons and creating accommodations to assure student success. All teachers have been trained to use best practices for differentiation of instruction.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Peer evaluation/coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

Unchecked Answers

- Not Reviewed

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

The district has fully implemented the Teacher Effectiveness model. Each principal and/or supervisor conducts formal observations (which include pre- and post-observation conferences) of each teacher they supervise. Principals and supervisors routinely conduct brief, informal observations using a district-created checklist. That same checklist is used as a district administration team conducts group walk-through observations. Data from both of these brief observation models is shared with faculty. The administration uses learning walks as a way to monitor that instructional practices are used with fidelity.

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

Peer evaluation and coaching is an area of supervision and evaluation the district wishes to develop. There have been times when faculty members have participated in brief observations. The district employs a Technology Integration Specialist to provide instructional coaching to teachers. The district also utilizes an emotional support teacher to provide instructional coaching in classroom/behavioral management.

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. | 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

The written curriculum provides for comprehensive instructional units that are aligned to the state standards. Instructional materials support the written curriculum. There are several traditional and authentic assessments used to measure student achievement in the planned courses. Teachers continue to receive training in differentiation of instruction.

Elementary Education-Intermediate Level

| Instructional Practices | Status |
|---|---------------------|
| Structured grouping practices are used to meet student needs. | Full Implementation |
| Flexible instructional time or other schedule-related practices are used to meet student needs. | Full Implementation |
| Differentiated instruction is used to meet student needs. | Full Implementation |

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

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

The written curriculum provides for comprehensive instructional units that are aligned to the state standards. Instructional materials support the written curriculum. There are several traditional and authentic assessments used to measure student achievement in the planned courses. Teachers continue to receive training in differentiation of instruction.

Middle Level

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

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

The written curriculum provides for comprehensive instructional units that are aligned to the state standards. Instructional materials support the written curriculum. There are several traditional and authentic assessments used to measure student achievement in the planned courses. Teachers continue to receive training in differentiation of instruction.

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

The written curriculum provides for comprehensive instructional units that are aligned to the state standards. Instructional materials support the written curriculum. There are

several traditional and authentic assessments used to measure student achievement in the planned courses. Teachers continue to receive training in differentiation of instruction.

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.

Along with following labor laws and regulations Halifax Area School District invests much time in the recruitment of highly qualified teachers. Common practice is for a committee, led by a supervisor and the superintendent, to review applications. Through a paper screening, the building principal identifies the best applicants based on a combination of successful college and professional experiences, letters of recommendations, as well as evidence of strong communication skills. The district invites the best applicants to participate in an interview with the principal, Director of Curriculum, Instruction and Assessment and the Superintendent. Teachers are also invited to participate in the interview. This information-gathering interview, which also includes the delivery of a lesson, is used by the hiring committee to "get to know" the applicants and to evaluate the strength of their communication and interpersonal skills as well as their potential professional "fit" within the district. The building principal or supervisor performs a comprehensive reference check of the top candidates. This reference check is documented and shared with the Superintendent of Schools before employment is offered. Our best candidates can communicate that their personal vision, mission, and beliefs are parallel to that of Halifax Area School District.

Assessments

Local Graduation Requirements

| Course Completion | SY 20/21 | SY 21/22 | SY 22/23 |
|--|-----------------|-----------------|-----------------|
| Total Courses | 31.00 | 31.00 | 31.00 |
| English | 4.00 | 4.00 | 4.00 |
| Mathematics | 3.00 | 3.00 | 3.00 |
| Social Studies | 5.00 | 5.00 | 5.00 |
| Science | 3.00 | 3.00 | 3.00 |
| Physical Education | 4.00 | 4.00 | 4.00 |
| Health | 2.00 | 2.00 | 2.00 |
| Music, Art, Family & Consumer Sciences, Career and Technical Education | 3.00 | 3.00 | 3.00 |
| Electives | 7.00 | 7.00 | 7.00 |
| Minimum % Grade Required for Credit (Numerical Answer) | 70.00 | 70.00 | 70.00 |

Graduation Requirement Specifics

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

Local Assessments

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

Methods and Measures

Summative Assessments

| Summative Assessments | EEP | EEI | ML | HS |
|--|-----|-----|----|----|
| PSSA | | X | X | X |
| Everyday Mathematics End of Unit Assessments | X | X | | |
| Wonders End of Unit Assessments | X | X | | |
| Wonders End of Unit Spelling Assessments | X | X | | |
| Content Level Mid-Term Examinations | | | | X |
| Content-Level Final Examinations | | | | X |
| Content Specific End of Unit Research Papers | | | X | X |
| Content Specific End of Unit Tests | X | X | X | X |
| Content Specific End of Unit Essays | | | X | X |
| Keystone Exams as Required in Core Content Areas | | | | X |

Benchmark Assessments

| Benchmark Assessments | EEP | EEI | ML | HS |
|--|-----|-----|----|----|
| CDT | | X | X | X |
| District Developed Benchmark Assessments | X | X | X | X |
| Study Island | | X | X | X |

Formative Assessments

| Formative Assessments | EEP | EEI | ML | HS |
|---|-----|-----|----|----|
| Content Specific Distributed Summarizing Strategies | X | X | X | X |

Diagnostic Assessments

| Diagnostic Assessments | EEP | EEI | ML | HS |
|---------------------------|-----|-----|----|----|
| QRI | | X | | |
| DRA | X | | | |
| Running Records | X | | | |
| A to Z | | X | | |
| Classroom Diagnostic Tool | | X | X | X |
| AIMSweb | | X | | |
| EasyCBM | X | X | | |
| Dibels | X | X | | |

Validation of Implemented Assessments

| Validation Methods | EEP | EEI | ML | HS |
|--|------------|------------|-----------|-----------|
| External Review | | | | |
| Intermediate Unit Review | X | X | X | X |
| 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 | X | X | X | X |

Provide brief explanation of your process for reviewing assessments.

Building-level data teams meet regularly to review assessment data and evaluate the effectiveness of the assessment tools used in each grade-level. Annually the District Assessment Task Force reviews the approved assessments used throughout the district and makes recommendations for continued use or replacement.

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.

Assessment results are reported out by each assessment anchor or standards-aligned learning objective. During team meetings, district leaders and teachers identify instructional practices that are linked to student success in mastering specific assessment anchors, eligible content, or standards-aligned learning objectives. Classroom instructional practices are modified or adapted as necessary to increase student mastery. For those students who do not demonstrate sufficient proficiency or mastery on the assessment, the specific assessment anchors, eligible content, or standards-aligned learning objectives are identified so that teachers may collaboratively create and/or identify instructional strategies likely to increase proficiency or mastery.

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.

After disseminating data, teachers and administrators work together to create a prescribed plan of intervention for students. Students participate in their prescribed interventions and progress is then monitored. We also look at the standards that are being measured through the assessment and use research-based materials to create lessons and activities to assist our students to attain proficiency or higher achievement.

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.

At each level, assessment results are reported out by assessment anchor or standards-aligned learning objective. This process gives teachers more streamlined information and helps data teams to better prescribe interventions for students.

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

Not Applicable

Distribution of Summative Assessment Results

| Distribution Methods | EEP | EEI | ML | HS |
|---|------------|------------|-----------|-----------|
| Course Planning Guides | | | | X |
| Directing Public to the PDE & other Test-related Websites | X | X | X | X |
| Individual Meetings | X | X | X | X |
| Letters to Parents/Guardians | X | X | X | X |
| Local Media Reports | X | X | X | X |
| Website | X | X | X | X |

| | | | | |
|--|---|---|---|---|
| Meetings with Community, Families and School Board | X | X | X | X |
| Mass Phone Calls/Emails/Letters | X | X | X | X |
| Newsletters | X | 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.

Halifax Area School District uses the www.hasd.us website to communicate a majority of information, so using it as an avenue to direct the public to PDE and SPP websites is efficient. Teachers share assessment results with parents during parent/teacher conferences. This information creates a dialogue with parents about how to promote their child's continued academic growth. Each fall our district sends home the formal report of the PSSA and Keystone assessments so that parents always have current information about their student's progress. The local media often requests information about our state assessment scores and our SPP status to publish in local-interest articles concerning the success of our local area schools. The district also provides press releases of school performance on state assessments. At school board meetings, district SPP results are shared in a formal presentation to all stakeholders. Principals also use the student handbook to communicate testing windows and to help families prepare for what is expected of their children during standardized assessments.

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

The District uses each of the methods suggested above in varying degrees to distribute information to the public about formative assessments taken by our students.

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.

When we have a school that does not meet the annual student achievement targets or experiences other challenges, we have participated in the school improvement planning process. Teams are developed to look at relevant data. Based on the relevant data, data statements are made that help all understand the impact of the data. After reviewing data, the committee analyzes systems within the school by answering guiding questions

developed in the school improvement tool. We utilize the answers to the guiding questions to help prioritize challenges that we should overcome to assist in overcoming these challenges. An action sequence is developed in which we focus on steps to change the problem and a rationale for those steps. We identify how we are going to accomplish each step of the plan and identify what an accomplished outcome will look like.

Programs, Strategies and Actions

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

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

Halifax Area School District has never identified the need for a school resource officer. Nevertheless, the district does work closely with Dauphin County Case Management, Children and Youth, Juvenile Probation, and other social-service and community-based organizations to provide for the well-being of the students in our school community.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

The school district follows the child find procedures described by the state for the identification of gifted children. Public notice of the district's responsibility to locate and assessment potential gifted students is described on the district's web site within the Director of Student Services' web page. Additionally, the school handbook and calendar describe the identification of gifted children and the services that the district offers. The borough/district newsletter annually publishes the child find information as well. Teachers

and guidance counselors speak individually with parents when school performance is indicative of potential giftedness.

Following observation of a student's continuing classroom success including success on teacher-made and standardized assessments, teachers will make a recommendation to the school counselor. The counselor will then administer the Kaufman Brief Intelligence Test. The counselor will then speak with the teacher and the parents to determine whether a referral to the School Psychologist would be appropriate. Another alternative to potential identification is that a parent may write a letter to the school principal to request a gifted education evaluation. At that point the school counselor will then administer the Kaufman Brief Intelligence Test and then discuss with the parents, the student's teachers, and the school principal the merits of referring the student to the School Psychologist for a gifted education evaluation.

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

Following observation of a student's continuing classroom success including success on teacher-made and standardized assessments, teachers will make a recommendation to the school counselor. The counselor will then administer the Kaufman Brief Intelligence Test. The counselor will then speak with the teacher and the parents to determine whether a referral to the School Psychologist would be appropriate. Another alternative to potential identification is that a parent may write a letter to the school principal to request a gifted education evaluation. At that point the school counselor will then administer the Kaufman Brief Intelligence Test and then discuss with the parents, the student's teachers, and the school principal the merits of referring the student to the School Psychologist for a gifted education evaluation.

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

The school district follows the child find procedures described by the state for the identification of gifted children. Public notice of the district's responsibility to locate and assessment potential gifted students is described on the district's web site within the Director of Student Services' web page. Additionally, the school handbook and calendar describe the identification of gifted children and the services that the district offers. The borough/district newsletter annually publishes the child find information as well. Teachers and guidance counselors speak individually with parents when school performance is indicative of potential giftedness.

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 Halifax Area School District offers opportunities for acceleration, enrichment, or both for students identified as gifted. At the elementary level, students are grouped according to their reading and math levels. Gifted students work on reading materials and assignments above their grade level. They may move more quickly through the core material and therefore participate in lessons that expand (enrich) their skills, as well as progress onto skills in the next grade level. During an intervention time called What I Need (WIN), gifted students are sometimes grouped together to work on various projects on topics that

coordinate with standard, not only at their grade level, but the grade level above. Activities include additional opportunities for experimentation, research, discussion, and written products. Under the gifted teacher's guidance, they can choose topics in their areas of strength and interest. The topics can be in the areas of science and social studies, as well as English language arts and math. The Gifted Individual Education Plan (GIEP) team reviews the student's present levels at least annually, to decide when the student should be accelerated into the next grade for a particular subject area or for the entire grade (grade skipping). For example, the team might decide that the student's strengths are across subject areas and sufficiently advanced to have the student skip a particular grade. If this happens, the GIEP is written to reflect that the goals are for above grade level material. As another example, another student might have a strength in only one subject area. The team might decide that the student should advance to the next grade only in that subject area.

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 |
| Coaching/Mentoring | X | X | X | X |
| Compliance with Health Requirements -i.e., Immunization | X | X | X | X |
| Emergency and Disaster Preparedness | X | X | X | X |
| Guidance Curriculum | X | X | X | X |

| | | | | |
|--------------------------------|---|---|---|---|
| Health and Wellness Curriculum | X | X | X | X |
| Health Screenings | X | X | X | X |
| Individual Student Planning | X | X | X | X |
| Nutrition | X | X | X | X |
| Orientation/Transition | X | X | X | X |
| RTII/MTSS | X | X | X | X |
| Wellness/Health Appraisal | X | X | X | X |

Explanation of developmental services:

The school counselors work closely with representatives from the Capital Area Intermediate Unit to offer a school counseling curriculum. Career development and planning and social-emotional awareness are addressed in grades K-12. The district's Food Service Director also provides information to students on proper nutrition. Health and Wellness activities are embedded into all grade levels. The district's Communities that Care Mobilizer also provides training and activities to all students on a wide variety of developmental and social service topics.

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 | X | X |
| Case and Care Management | X | X | X | X |

| | | | | |
|---|---|---|---|---|
| Community Liaison | X | X | X | X |
| Community Services Coordination (Internal or External) | X | X | X | X |
| Coordinate Plans | X | X | X | X |
| Coordination with Families (Learning or Behavioral) | X | X | X | X |
| Home/Family Communication | X | X | X | X |
| Managing Chronic Health Problems | X | X | X | X |
| Managing IEP and 504 Plans | X | X | X | X |
| Referral to Community Agencies | X | X | X | X |
| Staff Development | X | X | X | X |
| Strengthening Relationships Between School Personnel, Parents and Communities | X | X | X | X |
| System Support | X | X | X | X |
| Truancy Coordination | X | X | X | X |

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

| | | | | |
|---|------------|------------|-----------|-----------|
| Communication of Educational Opportunities | EEP | EEI | ML | HS |
|---|------------|------------|-----------|-----------|

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

Communication of Student Health Needs

| Communication of Student Health Needs | EEP | E EI | 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

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

Classroom teachers rely on many individuals who provide interventions. These "interventionists" communicate frequently with classroom teachers regarding student needs. Interventionists also participate directly in data-team meetings and provide feedback regarding assessment results, interpretation of data, and appropriate interventions. The interventionists provide many of our Tier 3 interventions for students and communicate progress with the classroom teachers and the data team.

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. Childcare
2. After school programs
3. Youth workforce development programs
4. Tutoring

Halifax Area School District offers a preschool early- intervention programs: A Pre-K counts classroom. Additionally, Halifax Elementary School offers a before-and-after-school program for elementary school-aged children operated by the YMCA. HASD also established an Early Education Pre-K Advisory Committee. The members of the committee include local day providers, parents, teachers, administrators and early interventionists.

The Halifax United Methodist Church operates the Halifax Youth Center, centrally located so that middle-and high-school-aged students can visit on their way home. Also, HASD opens some of its facilities for student use after school hours including a Fitness Center and the Media Center. After school tutoring called Extended Learning Opportunities (ELO) and the Recommended Study Time (RST) are offered after school for students. Also, the Halifax Wildcat Foundation provides after school tutoring for elementary aged students. In addition to traditional extra-curricular programs that are held after school, HASD has added the Girls on the Run Program and allow providers such as the Dauphin County Library System and the Girl Scouts to run STEM sessions for our students.

Halifax Area School District is a member of the Capital Region for Career Development and has worked regionally to improve opportunities for our students to participate in workforce development programs such as job shadowing, internships, co-op job placements, and job fairs.

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.

As a part of Kindergarten registration, all incoming students are screened using a basic academic assessment and a speech/language evaluation. Additionally, teachers of students from programs in the Capital Area Head Start Program, Halifax Pre-K Counts program, and all area preschools are consulted to address any supports or accommodations that students may need. Students with preschool individualized-education plans have transition meetings that are coordinated through the district special education office. After compiling the data from all points, the kindergarten team (principal, regular education teachers, special education teachers, special education supervisor) designs programming that is appropriate, meaningful and rigorous for each student.

Halifax Area School District operates a Pre-K Counts program.

The district provides for transitions into preschool and Kindergarten in several ways. The Pre-K and Kindergarten registration process provides one element in the transition process followed by orientation activities for each program. The Halifax Pre-K Counts program uses a transition plan which includes objectives, strategies, and resources to assist with a smooth transition. Additionally, in the weeks following Kindergarten registration, parents are invited to attend a "Parenting for School Success" program. Working with our partners on the Pre-K Advisory Committee, we have strengthened our transition procedures to include teacher visits to day care facilities, day care student field trips to Kindergarten classrooms, enhanced screening procedures, and our Kindergarten Camp.

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

Provide explanation for processes used to ensure Accomplishment.

The district is having completed the first round of curriculum revisions. The Director of Curriculum, Instruction, and Assessment, building principals, and content-area or grade-level committees meet to evaluate textbooks, instructional series, and other instructional materials on a rotating basis to assure alignment with the district's curriculum. The curriculum-review cycle is currently driven by the adoption of PA Core State Standards and transitions in the Pennsylvania System of School Assessment. A part of the review process is to ensure the curriculum is continually aligned to the standards. The primary level completed revisions in ELA and Math. And will focus on further improvement to Math instruction and interventions before proceeding to revising curriculum in Science and Social Studies. Elementary music, art, health/pe, and library teachers also revised curriculum in the subject areas for all the primary grade levels. With very few exceptions, all the Middle School Curriculum has been revised and board approved. Most curriculum at the High School level has also been revised and board approved. All board approved curriculum is available on our web site at www.hasd.us

Teachers and administrators evaluated purchasing textbooks and instructional resources during the curriculum revision process. Teachers are aware of the process by which they can procure materials and resources. Students are also aware of available resources and how they may obtain such resources. The Halifax Area School District uses a central supply system to handle materials and resources that assist in the delivery of instruction. Instructional materials and resources are chosen contingent on how valuable these are to classroom activities and how aligned these are to the curriculum. Materials and resources are differentiated and equitably allocated to accommodate diverse levels of student motivation, performance, and educational needs. As we identify individual needs of students through assessment data (benchmark, summative, formative and diagnostic), committees identify resources that may accommodate the needs of students.

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

Not applicable.

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

Provide explanation for processes used to ensure Accomplishment.

The district has completed the first round of curriculum revisions. The Director of Curriculum, Instruction, and Assessment, building principals, and content-area or grade-level committees meet to evaluate textbooks, instructional series, and other instructional materials on a rotating basis to assure alignment with the district's curriculum. The curriculum-review cycle is currently driven by the adoption of PA Core State Standards and transitions in the Pennsylvania System of School Assessment. A part of the review process is to ensure the curriculum is continually aligned to the standards. The primary level completed revisions in ELA and Math. And will focus on further improvement to Math instruction and interventions before proceeding to revising curriculum in Science and Social Studies. Elementary music, art, health/pe, and library teachers also revised curriculum in the subject areas for all the primary grade levels. With very few exceptions, all the Middle School Curriculum has been revised and board approved. Most curriculum at the High School level has also been revised and board approved. All board approved curriculum is available on our web site at www.hasd.us

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

Not applicable.

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 | Developing |

| | |
|---|--------------|
| Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs | Accomplished |
|---|--------------|

Provide explanation for processes used to ensure Accomplishment.

The district has completed the first round of curriculum revisions. The Director of Curriculum, Instruction, and Assessment, building principals, and content-area or grade-level committees meet to evaluate textbooks, instructional series, and other instructional materials on a rotating basis to assure alignment with the district's curriculum. The curriculum-review cycle is currently driven by the adoption of PA Core State Standards and transitions in the Pennsylvania System of School Assessment. A part of the review process is to ensure the curriculum is continually aligned to the standards. The primary level completed revisions in ELA and Math. And will focus on further improvement to Math instruction and interventions before proceeding to revising curriculum in Science and Social Studies. Elementary music, art, health/pe, and library teachers also revised curriculum in the subject areas for all the primary grade levels. With very few exceptions, all the Middle School Curriculum has been revised and board approved. Most curriculum at the High School level has also been revised and board approved. All board approved curriculum is available on our web site at www.hasd.us

Teachers and administrators evaluated purchasing textbooks and instructional resources during the curriculum revision process. Teachers are aware of the process by which they can procure materials and resources. Students are also aware of available resources and how they may obtain such resources. The Halifax Area School District uses a central supply system to handle materials and resources that assist in the delivery of instruction. Instructional materials and resources are chosen contingent on how valuable these are to classroom activities and how aligned these are to the curriculum.

Materials and resources are differentiated and equitably allocated to accommodate diverse levels of student motivation, performance, and educational needs. As we identify individual needs of students through assessment data (benchmark, summative, formative and diagnostic), committees identify resources that may accommodate the needs of students.

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

Not applicable.

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

Provide explanation for processes used to ensure Accomplishment.

The district has completed the first round of curriculum revisions. The Director of Curriculum, Instruction, and Assessment, building principals, and content-area or grade-level committees meet to evaluate textbooks, instructional series, and other instructional materials on a rotating basis to assure alignment with the district's curriculum. The curriculum-review cycle is currently driven by the adoption of PA Core State Standards and transitions in the Pennsylvania System of School Assessment. A part of the review process is to ensure the curriculum is continually aligned to the standards. The primary level completed revisions in ELA and Math. And will focus on further improvement to Math instruction and interventions before proceeding to revising curriculum in Science and Social Studies. Elementary music, art, health/pe, and library teachers also revised curriculum in the subject areas for all the primary grade levels. With very few exceptions, all the Middle School Curriculum has been revised and board approved. Most curriculum at the High School level has also been revised and board approved. All board approved curriculum is available on our web site at www.hasd.us

Teachers and administrators evaluated purchasing textbooks and instructional resources during the curriculum revision process. Teachers are aware of the process by which they can procure materials and resources. Students are also aware of available resources and how they may obtain such resources. The Halifax Area School District uses a central supply system to handle materials and resources that assist in the delivery of instruction. Instructional materials and resources are chosen contingent on how valuable these are to classroom activities and how aligned these are to the curriculum. Materials and resources are differentiated and equitably allocated to accommodate diverse levels of student motivation, performance, and educational needs. As we identify individual needs of students through assessment data (benchmark, summative, formative and diagnostic), committees identify resources that may accommodate the needs of students.

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

Not applicable.

SAS Incorporation

Elementary Education-Primary Level

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

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

| | |
|--|---|
| | district classrooms |
| Early Childhood Education: Infant-Toddler through Second Grade | Implemented in 50% or more of district classrooms |
| English Language Proficiency | Implemented in 50% or more of district classrooms |
| Interpersonal Skills | Implemented in 50% or more of district classrooms |
| School Climate | Implemented in 50% or more of district classrooms |

Further explanation for columns selected "

District faculty members use SAS Materials and Resources in addition to the materials and resources they have in their classrooms.

Elementary Education-Intermediate Level

| Standards | Status |
|---|---|
| Arts and Humanities | Implemented in 50% or more of district classrooms |
| Career Education and Work | Implemented in 50% or more of district classrooms |
| Civics and Government | Implemented in 50% or more of district classrooms |
| PA Core Standards: English Language Arts | Implemented in 50% or more of district classrooms |
| PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Implemented in 50% or more of district classrooms |
| PA Core Standards: Mathematics | Implemented in 50% or more of district classrooms |

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

| | |
|--|---------------------|
| | district classrooms |
|--|---------------------|

Further explanation for columns selected "

District faculty members use SAS Materials and Resources in addition to materials and resources available in their classrooms.

Middle Level

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

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

Further explanation for columns selected "

District faculty members use SAS Materials and Resources in addition to materials and resources available in their classrooms.

High School Level

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

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

Further explanation for columns selected "

District faculty members use SAS Materials and Resources in addition to materials and resources available in their classrooms.

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.

No, we are not interested in the PA EWS/IC for our district.

Professional Education

Characteristics

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

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

| | | | | |
|---|---|---|---|---|
| Instructs the leader in managing resources for effective results. | X | X | X | X |
|---|---|---|---|---|

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

The district uses a Professional Education Task Force to plan and to provide much of the professional development for the district. When arranging professional development for both faculty and staff, our district task force focuses on best instructional practices in grade-level and content areas, data-driven decision making, instructional technology, and strategic thinking. Each year, in partnership with the Professional Education Task Force, the staff is surveyed to ascertain the professional development needs of the staff. 2019-2020 will be the last in a three-year series of professional development initiative. The three-year series stressed: Poverty and Education; Understanding Addiction in Communities & Schools; and Trauma Informed Educational Practices. Additionally, HASD organized and hosted a Teacher Tech day for our staff and other schools in the region.

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

Not Applicable

Professional Development

Halifax Area SD Professional Development

| | |
|---------------------------------------|--|
| Title: | Teaching Diverse Learners in an Inclusive Setting |
| Description | Staff will be provided a professional development session where they will learn the latest research and instructional skills on how to differentiate based on student needs. Evidence: electronic sign-in sheets, session assignments, feedback surveys |
| Person Responsible | Director of Curriculum, Instruction and Assessment |
| Start Date: | 8/15/2020 |
| End Date: | 8/25/2020 |
| Proposed Cost/Funding: | Start Year End Year Cost Funding Source |
| Program Area(s): | Professional Education |
| Hours Per Session | 3 |
| # of Sessions: | 1 |
| # of Participants Per Session: | 90 |
| Provider: | Faculty |

| | |
|--|---|
| Provider Type: | School Entity |
| PDE Approved: | No |
| Knowledge Gain: | Instructional strategies, classroom management, data reconciliation |
| Research & Best Practices Base: | A process to approach teaching and learning for students of differing abilities in the same class. The intent is to maximize each student's growth and individual success by meeting each student where he or she is ... rather than expecting students to modify themselves for the curriculum. (Hall, 2002) |
| For classroom teachers, school counselors and education specialists: | <ul style="list-style-type: none"> • 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 or LEA administrators, and other educators seeking leadership roles: | <ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. |
| Training Format: | <ul style="list-style-type: none"> • LEA Whole Group Presentation |
| Participant Roles: | <ul style="list-style-type: none"> • Classroom teachers |
| Grade Levels: | <ul style="list-style-type: none"> • Elementary - Primary (PreK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) |

| | |
|------------------------------|---|
| | <ul style="list-style-type: none">• High (grades 9-12) |
| Follow-up Activities: | <ul style="list-style-type: none">• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles• Joint planning period activities |
| Evaluation Methods: | <ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Review of participant lesson plans |

**Halifax Area SD
Professional Development**

| | |
|--|---|
| Title: | Language and Literacy Acquisition |
| Description | Teachers will be provided an effective learning opportunity on how to help students use literacy skills to master the English language. Evidence: sign-in sheets, new strategies in lesson plans, surveys of teachers on effectiveness of sessions. |
| Person Responsible | Director of Curriculum, Instruction and Assessment |
| Start Date: | 8/20/2019 |
| End Date: | On-going |
| Proposed Cost/Funding: | Start Year End Year Cost Funding Source |
| Program Area(s): | Professional Education |
| Hours Per Session | 3 |
| # of Sessions: | 1 |
| # of Participants Per Session: | 90 |
| Provider: | Halifax employee |
| Provider Type: | School Entity |
| PDE Approved: | No |
| Knowledge Gain: | Instructional strategies for all levels of reading. accommodating struggling students. |
| Research & Best Practices Base: | Language and literacy research |
| For classroom teachers, school counselors and education specialists: | <ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners. |
| For school or LEA administrators, and other educators seeking leadership roles: | <ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for |

| | |
|------------------------------|--|
| | <p>struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results. |
| Training Format: | <ul style="list-style-type: none"> • LEA Whole Group Presentation |
| Participant Roles: | <ul style="list-style-type: none"> • Classroom teachers • New Staff |
| Grade Levels: | <ul style="list-style-type: none"> • Elementary - Primary (PreK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12) |
| Follow-up Activities: | <ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles |
| Evaluation Methods: | <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. |

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: |
| 8/26/2019 Inservice and online training program |

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: |
| 8/22/2018 Teachers were given a window to complete online training. Compliance is tracked in the District Office. |

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: |
| 8/22/2018 Teachers were given a window to complete online training. Compliance is tracked in the District Office. |

Strategies Ensuring Fidelity

Checked answers

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

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

Unchecked answers

None.

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

Professional staff complete an evaluation for each professional education activity in which they participate, in writing, to the Superintendent or designee. These evaluations are reviewed by the district leadership team and the Professional Education Task Force. Information that is gathered from the evaluations determines whether the professional development was valuable to the staff and whether the presenter had enough success that the district would consider using the presenter for future training. On an annual basis, the Professional Education Task Force reviews the current Comprehensive Plan to evaluate its progress and make adjustments accordingly. Implementation of this Professional Education Plan is monitored by the Professional Education Task Force, which meets at least twice each school semester. Monitoring provides opportunities for members to offer ongoing evaluation and analysis, and to suggest refinements, which, if endorsed by the Professional Education Task Force, are implemented.

Our district's on-going professional development process provides clear expectations for professional growth for all faculty and staff. These individuals clearly understand the expectations of them when administrators conduct classroom observations and walkthroughs. This transparency also allows for a fair and equitable formal evaluation process for all faculty and staff.

In addition to the Professional Education Task Force, grade-level or content-area teams meet to examine student achievement data to help identify areas of need, such as evaluating curricular alignment to the state standards, or the need to provide for student remediation or enrichment. The information from these team meetings is also shared with the Professional Education Task Force to aid in their planning of professional development activities.

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

Not Applicable.

Induction Program

Checked answers

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

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

Unchecked answers

None.

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

The most accurate and complete way to provide a brief explanation of the district's process for ensuring these selected characteristics is to show the responsibility of each part involved as stated below:

The Superintendent and the Director of Curriculum, Instruction, and Assessment will:

- Oversee the entire induction program and participate as a member of the Professional Education Task Force;
- Maintain records of participation;
- Review contract obligations for inductees;
- Allocate time for Professional Education Task Force to meet and provide substitutes and/or coverage where needed;
- Complete Administrator/Principal Checklist.

The Professional Education Task Force will:

- Be responsible for continued development and evaluation of the induction program.

The Principal will:

- Select mentor teachers for inductees;
- Maintain documentation of each inductee's program;
- Provide guidance for his/her professional growth through the P.R.E.P. plan

- Distribute and explain the teacher handbook;
- Provide assistance should conflicts arise between mentor teacher and inductee;
- Explain district-wide policies/procedures and ensure that the inductee has completed all the necessary requirements of new employees;
- Identify available student support services;
- Complete Administrator/Principal Checklist.

Representative from Halifax Education Association will:

- Familiarize the inductee with the association organization;
- Explain the collective bargaining agreement;
- Make the inductee aware of resources and services available from the association.

Mentor Teacher will:

- Provide emotional, personal, and professional support;
- Assist with the socialization of the inductee into the school setting and the community;
- Assist, guide and direct inductee in the teaching process;
- Conduct at least two visitations and provide conference/feedback to the inductee;
- Uphold the trust implicit in the inductee/mentor relationship;
- Help familiarize the inductee with Strategic Plan including curriculum and assessments;
- Meet an average of once every two weeks with inductee;
- Advise inductee pertaining to preparation for opening of school;
- Advise inductee in preparing for Open House;
- Advise inductee in preparing for teacher/parent conferences;
- Advise inductee of the budget process;
- Compile, with inductee, Teacher Induction Criteria for Completion;
- Review Inductee Needs Assessment with inductee;
- Seek the aid of the principal in the event of conflicts between the mentor and the inductee.
- Review journal with inductee

First Year Teacher/Inductee:

- Keep a journal detailing the induction experiences;
- Attend Orientation Day for new teachers;
- Complete Inductee Needs Assessment;
- Formally fulfill the requirements for induction;
- Complete visitations; two visitations to other teachers and will receive at least two visitations from mentor;
- Meet an average of once every two weeks with mentor;
- Work cooperatively with mentor;
- Seek the aid of the principal in the event of conflicts between the inductee and mentor.

Second Year Teacher/Inductee:

- Actively participate in second year teacher workshops;
- Continue to broaden and refine implementation of curriculum, instructional and evaluation processes.

Third Year Teacher/Inductee:

· Broaden involvement into building level/district initiatives beyond classroom responsibilities.

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.

Prior to the New Teacher Orientation, newly hired faculty are required to fill out an Inductee Needs Assessment. They are asked to assess how competent that they feel (very,

somewhat or not very) on the following topics: Instructional Skills, Motivational Strategies/Skills, Content Preparation, Classroom Management Skills, District and Building Standards and Options, Awareness of Student Needs, Assessment of Professional Development, Student Learning Styles, Parent Relations and Conferencing, Computer Skills, Audio-Visual Skills, Cultural and Community Influences.

Mentors, supervisors and other district administration staff provide the inductee with many observations, including Learning Walks, 5x5 Brief Observations, Informal Observations and Formal Observations. All these observations result in post-observation conferences where the inductee can have conversations with others about instructional practices, research-based instructional models, lesson plan review, reflection of needs, reviewing student data and assistance with portfolio construction.

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

Not Applicable.

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.

A. Selection Process:

- Nominations are made by faculty and/or school administrators.
- Nominees complete an application.
- The building principal selects the mentor for the inductee.

B. Characteristics of Mentor:

- Has no less than three satisfactory years in the district and has Instructional II Certification.
- Subject matter and location should correspond to those of the inductee, if possible.
- Demonstrates instructional leadership and is willing to serve as a mentor.
- Uses a variety of instructional, classroom management, classroom organization and grouping techniques.
- Is familiar with current literature and research in his/her field as well as in the broad areas of effective schools and effective teaching.
- Is able to convey enthusiasm for a subject and for teaching.
- Is committed to setting high expectations for all students and to giving special attention to those students requiring additional support.
- Is knowledgeable of observation and conference processes
- Has good communication skills.
- Is knowledgeable and committed to district initiatives and goals

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

Not Applicable.

Induction Program Timeline

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

If necessary, provide further explanation.

Not Applicable.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Plans for Evaluating Program and Maintaining Records

- The formal professional evaluation of the inductee is the responsibility of the principal and the superintendent according to the Pennsylvania guidelines and regulations and local school district policies.
- The superintendent of Halifax Area School District maintains records of participation in the Teacher Induction Program, and a record of individual participation shall become part of an employee's personnel record.
- Evaluation of the induction program on an annual basis is the responsibility of the Professional Education Task Force. In addition, a continuous evaluation of the program by the Professional Education Task Force occurs and may result in program modifications through the year.
- The inductee submits a formal evaluation of the induction program at the end of the school year. In addition, the inductee maintains a journal with entries to be shared with the mentor teacher.
- The mentor teacher may submit an evaluation of the induction program at the end of the school year. The mentor teacher is not asked to provide evaluation information regarding the inductee.

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: **198**

Identification Method

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

The Halifax Area School District uses a statistical discrepancy model to identify students with a specific learning disability. This is a two-prong identification process. Students are discrepant for ability/achievement and require specially designed instruction. The school psychologist will identify a specific learning disability by determining if both a statistically significant and rare difference is noted between the child's measured intellectual ability and academic achievement levels. If the child demonstrates a disability which adversely affects educational performance, and the child is not intellectually disabled, does not have a visual, hearing or motor disability, is not emotionally disturbed, is not negatively affected by environmental, cultural or economic disadvantages, and has received appropriate instruction, it is likely that the child may have a learning disability. A child must demonstrate an academic need in order to be provided with special education supports and services as a student identified as displaying a specific learning disability.

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>

Halifax Area School District Special Education Data Report (2017-2018 school year):

| | <i>Halifax Area School District Data</i> | <i>State -wide Data</i> |
|--|--|-------------------------|
| Percent of Special Ed Enrollment by Disability | 18.3% | 16.9 % |

| | | |
|--|--------|--------|
| <i>Autism</i> | 18.4% | 11.0 % |
| <i>Deaf – Blind</i> | 0.0 % | 0.0 % |
| <i>Emotional Disturbance</i> | 17.4% | 8.6 % |
| <i>Hearing Impairment Including Deafness</i> | 0.0 % | 0.9 % |
| <i>Intellectual Disability</i> | 6.8 % | 6.4 % |
| <i>Multiple Disabilities</i> | 0.0 % | 1.1 % |
| <i>Orthopedic Impairment</i> | 0.0 % | 0.2 % |
| <i>Other Health Impairment</i> | 15.3 % | 15.7% |
| <i>Specific Learning Disability</i> | 38.9% | 40.9% |
| <i>Speech or Language Impairment</i> | --- | 14.5% |
| <i>Traumatic Brain Injury</i> | 0.0 % | 0.2 % |
| <i>Visual Impairment Including Blindness</i> | 0.0% | 0.4 % |

In reviewing the 2017-2018 data there appears to be the greatest difference between the percentages of students identified by the LEA and state-wide PDE data in the following areas: The Emotional Disturbance category and the Autism category. Each school's student populations are different; however, we will not accept that as an explanation. We will work to continue to evaluate our identification process.

Concerning the Emotional Disturbance Disability (ED) (17.4%-8.6%) - The district is looking more closely at this disability category to determine why our percentage of identified students may be higher than the state average. Because of this high percentage of ED identified students in our district, our district participates in a PBIS cohort run by the CAIU to try to remediate behaviors before the referral process is initiated and ultimately reducing the number of students identified as having an emotional disturbance. Due to the increase of opioid abuse in our geographic area, more students are suffering from emotional abuse and trauma therefore resulting in more students being identified as having an emotional disturbance. We will continue to provide training related to trauma and abuse as outlined in this plan as this is a need.

Concerning the Autism Disability category (18.4 % - 11.0 %), it is evident that our district has experienced an increase in identified students in this category. This is due to students moving into our district.

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?

1. The district will closely work with the school district of the 1306 student to ensure these students are properly identified.

2. Once the school district has properly identified the student, both school districts will work closely to ensure that an IEP is written that provides a free appropriate public education in the least restrictive environment. This will include teacher collaboration, communication with parents and foster parents, and collaboration between districts.

3. Currently there are not barriers to limit the school district's ability to meet its obligations under 1306.

BEC 1306: PURPOSE Students who are residing in a "children's institution" whose parents are not residents of the school district in which the institution is located are identified as "1306" students. These students may be in a variety of residential centers, homes or institutions, such as Drug and Alcohol Treatment Centers, homes for orphans or other "institutions for the care and training for orphans or other children."

RESPONSIBILITY OF HOST DISTRICT School districts which have students residing in a children's institution located within their borders ("host" school districts) are responsible for educating the students in those children's institutions. Under Section 1306 of the School Code, the host school district is required to allow nonresident students in children's institutions, including detention homes, drug and alcohol treatment centers and others, located within their borders, to attend the public schools of the host school district. For some students living in these children's institutions this may not be appropriate because of the terms of the institutionalization or because of the particular educational needs of the student. In some cases, the host school district may wish to conduct an educational or alternative education program at the institution. These districts should apply to PDE for approval to run an experimental or alternative program for these students using the process set forth in 22 Pa. Code § 4.82 of the State Board of Education Regulations or programs for disruptive youth per 24 P.S. Article XIX-C. In other cases, the host school district may contract with another educational entity, such as an Intermediate Unit, to provide an educational program for the students in the institution. Some children's institutions may wish to apply to PDE for approval to operate education programs as nonpublic schools.

FINANCING NON-RESIDENT STUDENTS LIVING IN CHILDREN'S INSTITUTIONS If a student residing in a children's institution is found to be exceptional, the host school district is responsible for providing the student with an appropriate program of special education and training consistent with Chapters 14 and 342 of the Pennsylvania regulations and

standards. This means the host school district is responsible for making decisions regarding the goals, programming, and educational placement for each student. The host school district is also responsible for seeking advice from the resident school district with respect to the student and keeping the resident school district informed of its plans to educate the student. Other arrangements may be made in writing between the two districts regarding educational and procedural responsibilities, with the approval of the Department of Education and notice and opportunity to respond by the parents. Host school districts will finance the provision of the educational program for the students in children's institutions through Section 1306 of the school code, "Non-resident inmates of children's institutions." This section allows the host school district to charge the school district where the student's parents live, or "resident" school district, the host district's tuition rate, as determined by Section 2561, for the education of these students. Arrangements for this payment are made directly between the two school districts. For a student residing in a children's institution who is eligible for special education services, the host school district may charge up to the total net cost of the services provided, minus any amount already received as a tuition charge. The Pennsylvania School Code, 24 P.S. Section 1309(2), allows the host school district to charge the full cost of providing special education programs and services for all institutionalized students.

RESIDENT SCHOOL DISTRICT RESPONSIBILITIES INCLUDE DIRECT PAYMENT TO THE HOST SCHOOL DISTRICT FOR PROVIDING THE EDUCATIONAL PROGRAM AND STAYING INFORMED OF THE EDUCATIONAL SERVICES BEING PROVIDED TO A STUDENT ELIGIBLE FOR SPECIAL EDUCATION. INTERMEDIATE UNITS (IUS) MAY CONTINUE TO PROVIDE THE EDUCATIONAL PROGRAM FOR STUDENTS IN SOME INSTITUTIONAL SETTINGS AND WILL CONTINUE TO RECEIVE SUPPORT FROM THE COMMONWEALTH FOR THESE STUDENTS. RESIDENT SCHOOL DISTRICTS WILL PAY THE DIFFERENCE BETWEEN THE SUPPORT FROM THE COMMONWEALTH AND THE COST OF EDUCATING INSTITUTIONALIZED STUDENTS IN NEED OF A SPECIAL EDUCATION PROGRAM, IF NECESSARY. The Public School Code, at Section 2509.1 (b.1), allows the Department to pay intermediate units (IUs) for costs associated with "operating and administering classes or schools for institutionalized children." This section of the School Code does not require IUs to operate these classes, but IUs are allowed to do so, and are required to do so to the extent that it is not feasible for a school district to take care of the education of some or all of such students. To support efforts in this area, PDE expends funds up to the limit allowed by the General Assembly, from the total amount appropriated for special education. This will not necessarily fund intermediate units for 100% of their current expenses, because Section 2509.1 (b.1) calculates payments on prior year amounts and because the maximum available to IUs under Section 2509.1(b) is currently established in law. This system also includes a tuition recovery procedure, whereby the resident school district (that is, the district in which the student's parents reside) pays to the Commonwealth a tuition charge. The tuition charge is the tuition amount of the resident school district, calculated in accord with Section 2561 of the School Code. This tuition amount is recovered by the Commonwealth following determination of the student's resident school district in accordance with procedures in Section 1308. In cases where: 1. the host school district has

implemented all of its responsibilities under Section 1306, 2. the child is an eligible student under Chapter 14, and 3. the host school district can show that the cost for the IU program used by the host school district exceeds the funds provided to the IU by the Commonwealth, then the resident school district is responsible for paying these additional costs of the special education program. Amendments to Section 1309 of the School Code established the special education charge which may now be the total net cost of the special education program provided. In the case of a child with exceptionalities who is an inmate of an institution and who is served under Section 2509.1(b), the host school district may charge the district of residence an amount that does not exceed the total cost of the special education program provided minus the amount received per child from the Commonwealth under Section 2509.1(b). For billing purposes, the IU may act as a billing agent for the host school district. When an IU does so, it should clearly identify itself as acting in that capacity in order to trigger the tuition recovery process called for in Section 1309. Regardless of who does the billing, that entity should certify that the above listed conditions are satisfied.

PROCEDURES TO FOLLOW TO ESTABLISH RESIDENCY FOR A "1306" STUDENT The following procedure is set forth in 24 P.S. §13-1308 to establish the residency of a student living in a children's institution but whose parents are not residents of the school district in which the institution is located.

- The officers of the institution submit to the board of school directors of the host school district a sworn statement listing the names, ages and school district of each resident of the institution.
- The host school district forwards a form PDE-4605, Determination of District of Residence for Students in Facilities or Institutions, by certified mail, to the school district in which the institution declares the student's parents reside (the resident school district). The secretary of that school district must sign the form to acknowledge or disclaim the residence of the student.
- If the resident school district does not return the form within fifteen days, the host school district shall send the form to the resident school district again.
- If the resident school district again does not return the form within fifteen days, the host school district may construe such neglect to be acknowledgment of the student's residence.
- The resident school district shall pay the tuition (and any applicable special education charge) billed by the host school district for its residents upon receipt of the bill.
- The resident school district may appeal the tuition bill to the Secretary of Education. The Secretary's decision as to the amount of the bill and/or which school district is responsible for the tuition is final.
- If the resident school district neglects or refuses to pay the amount billed or determined by the Secretary of Education if appealed, the Secretary has the authority to deduct the amount owed by the resident school district from funds due from the Commonwealth and pay that amount to the host school district.

- Any school-aged person living in an institution in Pennsylvania whose parent(s) or legal guardian resides outside Pennsylvania is entitled, upon request, to PDE review of his or her place of residence. Procedures used by PDE to make such determination are described in BEC 24 P.S. Section 13-1308.
- Students from out-of-state must have a guarantee or actual tuition paid prior to the student enrolling in the school district program. See BEC 24 P.S. 13-Section 1308(1).
- For a student determined to be emancipated, use his or her last address to establish the school district of residence.
- Due to the brief institutionalization periods for some students in institutions, host school districts are encouraged to bill the resident school district on a regular and periodic basis.

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 currently no facilities for incarcerated students within the boundaries of the Halifax Area School District. If there were such facilities, the district would comply with the requirements of IDEA and Chapter 14 regarding the identification, evaluation, placement, and provision of special education services to all eligible school-age individuals. The district would comply with the child find obligations and utilize appropriate evaluation procedures and diagnostic/screening instruments to determine eligibility for services.

If a local correctional program was located in the Halifax Area School District, the district would have the responsibility to adopt a system to locate and identify all students who are thought to be eligible and to determine those students' needs through a screening and evaluation process. The district would provide annual public notices to the appropriate individuals and establish a means of timely communication with the institution to ensure that all incarcerated students who may be eligible are located, identified, evaluated, and when deemed eligible, are offered a free appropriate public education (FAPE).

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.

1. At each IEP meeting the educational team, inclusive of the parents and student (if of transition age), discuss if the IEP can be provided within the regular educational setting with or without supplemental aides. If this cannot be done, then the team discusses what level of intervention can provide for a program in which the student can make appropriate gains in the educational design provided by the district. The district provides training on Least Restrictive Environment and inclusiveness to staff and provides parents with information on Least Restrictive Environment. Effective co-teaching strategies are also utilized to increase the percentages of students included in the least restrictive environment. The district encourages the use of supplemental aides and supports that allow the student to participate with their non-eligible peers. By working as a collective team, incorporating interagency systems with school systems, the Halifax Area School District can be creative with providing a comprehensive level of services adhering to a sound least restrictive model. The threshold will reach 68% of students included in the 80% or more category in the upcoming year for SSP and it is our goal to train staff and educate parents by providing resources in order to include as many identified students as possible.

The Halifax Area School District discusses the gains that each student makes in each content area during the IEP meeting. Through this discussion, the team address if the systems of remediation can be done through the regular classroom or if there is a need to provide a remedial system in that specific content area. The beginning stage of discussion at every IEP is if the remedial system with supplemental supports and aides can be provided within the regular educational environment. Some of the supplemental supports have included:

| Supplemental Aids Services | |
|---|--|
| highly qualified classroom aide to assist with attention or note taking | |
| copy of notes that are taken in regular education classes | |
| use of a calculator | |
| co-teaching between regular and special education teacher | |
| adapted tests (limit choices for multiple choice, fill in blanks have word banks, | |
| shortened assignments | |
| daily contact sheets sent home to parents | |
| redirecting back to task | |

| | |
|---|--|
| frequent checks for comprehension | |
| directions simplified and restated | |
| large assignments chunked | |
| extended time to complete assignments | |
| Previewing information prior to it being taught | |

This system of remediation is provided at each level (elementary, middle, and high school), utilizing the learning support, emotional support, and the regular education teachers to provide the remediation. Additionally, the school district has instructional aides providing supplemental aids and support for each grade level.

The Life Skills students are provided supports within the life skills classrooms as well as within the regular education classrooms. This occurs in the consortium Life Skills Program. Additional integration takes place with non-eligible peers within the learning process with supplemental aids and supports, including curriculum modifications when needed. The district is currently staffed with a K-5, middle school and a high school Autism Support Teacher who provide specially designed instruction and supports to students with Autism in order to maximize meaningful student participation in the regular education setting. Related services such as occupational therapy, and speech and language therapy are offered in the effort to achieve successful outcomes in the regular education setting for this student population.

The Halifax Area School District is aware of the Gaskin settlement and the implications this settlement has within the educational sector at Halifax and across the Commonwealth. The Halifax Area School District is very confident that their current model of supplemental aids and services exceed the current and future standard that the Gaskin Panel has and will develop.

Those students included in private institutions will be addressed within the annual IEP meetings to determine how to ensure, to the maximum extent appropriate, they will be educated with non-disabled children.

It continues to be the Halifax Area School District's goal to discuss if the student who has an IEP can be initially educated within the regular education sector with the appropriate supplemental aides and support before considering more restrictive options.

2. The Halifax Area School District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance and expand the continuum of supports/services and education placement options available within the district to support students with disabilities in the regular education setting. Some of these initiatives are: The Halifax Area School District is currently implementing a multi-tiered support system in grades K-5. This evidenced -based intervention system provides remediation and support for all students (eligible or ineligible) who are struggling to make academic benchmarks in the content areas of reading and mathematics. The district is incorporating a multi-tiered positive behavioral support system to support all students who are struggling with negative behaviors in school. Additionally, the middle school is providing a remedial system for any

student that is not proficient in the areas of reading, and writing, which is now provided on a daily basis and is available to both eligible and non-eligible students.

In the high school there are "forced electives" built into the schedule for any student that has not been proficient in the statewide assessments. This intervention occurs in mathematics in a Mathematics Enhancement elective and a Reading Remediation elective for student's deficit in this domain. This intervention "elective" is provided to eligible and non-eligible peers within the same setting.

The Halifax Area School District has adopted the Learning Focused Strategy initiative to help promote better strategies to learning through this instructional intervention model. This evidenced-based/strategy-based system has been incorporated within the instructional day. Teachers have been receiving ongoing in-service training in this strategy.

The Halifax Area School District provides district-wide training on active engagement strategies, which consists of a variety of classroom activities to maximize meaningful participation for all students. The Halifax Area School District also provides on-going training and professional development opportunities for both teachers and instructional aides.

The Director of Special Education attends the Special Education Advisory Council (SEAC) meetings throughout the year to get the current information on Indicator 13, supplemental aides and supports, LRE initiatives and the interventions that occur out of these processes. The Director of Special Education provides information at the local level to the administrators at the Leadership meetings that occur 2 times a month. In addition, the Special Education department has site-based meetings in order to share this information to all Special Education faculty.

The Halifax Area School District also relies on the CAIU to provide training on all IEP related topics including reading and math remedial programs, teaching modifications and intervention strategies, behavioral interventions, parent training, and transition initiatives.

3. The Special Education Data Report from the 2017-2018 showed that 51.8% of students with disabilities within the district were being educated in the regular education setting 80% or more of the school day compared to the state average of 62% and 8.4% of students with disabilities within the district participated in the regular education setting 40% or less of the school day compared to the state average of 9.3%. While the district remains committed to ensuring that students are educated in the regular education setting to the greatest extent possible, it also recognizes that some students have needs that will be most appropriately met through specially designed instruction and supports offered in the special education classroom. In all cases, the multidisciplinary team will attempt all reasonable options for supporting and educating a student in the regular education setting before considering the special education classroom.

In some cases, the district must contract with educational providers in order to meet student needs. Halifax Area School District participates in a special education consortium with two neighboring school districts in an effort to share programs and resources. The district also contracts with Capital Area Intermediate Unit (CAIU 15) and approved private

schools if needed. Eighteen Halifax students received educational programming outside of the school district during the 2017-2018 school year. In each case, the multidisciplinary team carefully considered whether the student needs could be appropriately met within the district prior to considering alternative educational placements.

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.

Students with disabilities will interact with others in their school environments in an effective manner so that their behavior does not impede their learning or the learning of others. Currently, the Halifax Area School District employs school wide reward systems, along with the expectations that each teacher set up a classroom management system within their own classroom. Staff at all levels have been in-serviced in Safe Crisis Management by our district's Safe Crisis Management certified trainer. Proactive interventions such as positive praise, providing choices, positive peer support, and positive class reinforcers, to name a few, are shared within this training. This training also promotes the use of other interventions that include the use of a structured environment, modeling appropriate behavior, planned to ignore, signals, proximity prompt, peer support, setting clear expectations, limit setting, redirection, and active listening. In addition, this training provides de-escalation skills such as deep breathing, counting to 10, going to a predesigned area, reading or preferred task, exercise, or just discussing their concerns in an open and safe forum.

The district also currently contracts with the local intermediate unit for Positive Behavioral Support. This allows for an outside person to come in and observe teachers and students and perform functional behavior assessments that help district employees to write more effective plans. This service also provides additional training to district staff on how to effectively teach students with more severe behavioral problems. This helps to keep our students in the least restrictive environment to the greatest extent possible. The district is currently staffed with emotional support teachers to provide emotional support services. The services of the school social worker, speech and language therapists, and occupational therapists are also utilized to support students in this program. The district also provides space for a mobile behavioral health clinic to provide counseling and psychiatric services to students. The District continues to implement a character education program at each building level where students participate in a variety of activities focused on promoting positive behaviors. The supports offered within each of these programs are coordinated to meet the needs of students.

The Board shall establish fair and reasonable rules and regulations regarding the conduct and deportment of all students in the school district during the time they are under the

supervision of the school or at any time while on school property, while present at school-sponsored activities, and while traveling to or from school and school-sponsored activities.

The Board shall adopt a Code of Student Conduct to govern student discipline. Each student must adhere to Board policies and the Code of Student Conduct governing student discipline.

Off-Campus Activities

This policy shall also apply to student conduct that occurs off school property and would violate the Code of Student Conduct if:

1. There is a nexus between the proximity or timing of the conduct in relation to the student's attendance at school or school-sponsored activities.
2. The student is a member of an extracurricular activity and has been notified that particular off-campus conduct could result in exclusion from such activities.[7][8]
3. Student expression or conduct materially and substantially disrupts the operations of the school, or the administration reasonably anticipates that the expression or conduct is likely to materially and substantially disrupt the operations of the school.
4. The conduct has a direct nexus to attendance at school or a school-sponsored activity, such as an agreement made on school property to complete a transaction outside of school that would violate the Code of Student Conduct.
5. The conduct involves the theft or vandalism of school property.

Guidelines

Any student disciplined by a district employee shall have the right to notice of the infraction. When a violation of the Code of Student Conduct involves student expression, Policy 220 shall be followed.

Suspensions and expulsions shall be carried out in accordance with Policy 233.

Corporal Punishment

The Board prohibits the use of corporal punishment to discipline students for violations of district policies, rules or regulations.

Reasonable force may be used by teachers and school authorities under any of the following circumstances: to quell a disturbance, to obtain possession of weapons or other dangerous objects, for the purpose of self-defense, and for the protection of persons or property.

Delegation of Responsibility

The Superintendent or designee shall ensure that rules and regulations are developed to implement Board policy governing student conduct.

The Superintendent or designee shall publish and distribute to all staff, students and parents/guardians the rules and regulations for student behavior contained in the Code of Student Conduct and the sanctions that may be imposed for violations of those rules. A copy of the Code of Student Conduct shall be available in each school library and school office.

The building principal shall have the authority to assign discipline to students, subject to the policies, rules and regulations of the district and to the student's due process right to notice, hearing, and appeal.

Teaching staff and other district employees responsible for students shall have the authority to take reasonable actions necessary to control the conduct of students in all situations and in all places where students are within the jurisdiction of this Board and when such conduct interferes with the educational program of the schools or threatens the health and safety of others.

Special Education Circumstances Causing a Manifestation Determination Hearing

When a student who is eligible for special education is excluded from his or her educational placement because of circumstances listed below, the LEA is to conduct a Manifestation Determination Meeting.

According to 22 Pa. Code §§ 14.143 & 711.61, an intended disciplinary exclusion of a student eligible for special education is a change in educational placement in any of these three situations:

1. The disciplinary exclusion is for more than ten (10) consecutive school days;
2. The disciplinary exclusion, when cumulated with other disciplinary exclusions in a single school year, exceeds fifteen (15) school days; or
3. The disciplinary exclusion (for any length of time) involves a student with an intellectual disability.

Manifestation Determination

The LEA must first conduct and document a manifestation determination for a disciplinary change in educational placement. An eligible student may be removed to a 45-school-day interim alternative educational setting without the required manifestation determination if the student: 1) Carries a weapon or possesses a weapon at school, on school premises, or at a school function; 2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or 3) Inflicts serious bodily injury upon another person while at school, on school premises, or at a school function.

IDEA 2004 requires the LEA, parent, and relevant members of the student's Individualized Education Program (IEP) team (as determined by the LEA and parent) to determine whether conduct is a manifestation of a student's disability. Federal regulation requires that a manifestation determination be conducted within 10 school days of any decision to change the educational placement of a student with a disability because of a violation of a code of student conduct.

The regulations require that if the LEA, parent, and relevant members of the IEP team determine that the conduct was a manifestation of the student's disability, the IEP team

must do one of the following: (a) conduct a functional behavioral assessment (unless the LEA has already conducted a functional behavioral assessment prior to the student's behavior that resulted in the change of educational placement) and implement a behavioral intervention plan for the student; or (b) if a behavioral intervention plan already has been developed, the IEP team must review the behavioral intervention plan and modify it, as necessary, to address the behavior.

If a LEA determines that a student's behavior was not a manifestation of the student's disability, then the LEA may proceed with the disciplinary exclusion via the procedures for changing educational placement. IDEA 2004 provides that parents may dispute the manifestation determination by requesting a due process hearing, thereby invoking pendency. Such hearings, as well as parent-requested hearings regarding disciplinary exclusions which are changes in educational placement, must be expedited.

During the manifestation determination, the LEA determines that the conduct was the direct result of a failure to implement the IEP, the LEA must take immediate steps to remedy the deficiencies. For children placed in a 45-school-day interim alternative educational setting, there is no requirement for a manifestation determination.

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.

1. The Halifax Area School District ensures FAPE for difficult students by utilizing consortium programs and CAIU programs in collaborating ideas to meet student needs. Halifax Area School District also works with Case Management Unit (CMU) to collaborate to meet student needs. To date, the Halifax Area School District has provided FAPE with this interagency collaboration. If this collaborative approach would fail, more resources and ideas would be gained through discussion with colleagues within the Special Education Advisory Council. The Halifax Area School District has utilized this interagency approach even across county lines to provide a program offering FAPE. It is always our district's position to try to provide a best program in a free public education setting where possible.

2. The district has created a full continuum of emotional support services for all grade levels. This program is staffed with an emotional support teacher and paraprofessionals

within each building and is supported by related services such as social work, occupational therapy, and speech and language therapy. Additional agency support, including case management and mobile therapy, are also important contributors to the success of the emotional support program.

The district has a full continuum of autism support services for all grade levels. This program is currently staffed with an autism support teacher for grades K-5 and an autism support teacher for grades 6-8 and 9-12 in addition to paraprofessionals for each classroom. These programs are supported by related services inclusive of speech and language therapy, occupational therapy, and behavior support consultation.

Halifax Area School District also provides a full continuum of learning support at all grade levels. The learning support program is currently staffed with 3 teachers at the elementary level, 2 teachers at the middle school level, and 3 teachers at the high school level with paraprofessionals supporting each grade level. The learning support program provides research-based interventions in math, reading, writing, and academic skill development for students with needs in these areas.

The district prides itself on being flexible in order to provide for individual educational needs of its students. The district is never satisfied with the "status quo" and is always seeking ways to improve and refine each of these programs despite challenging economic times.

Halifax continues to participate in a special education consortium with Millersburg Area School District and Upper Dauphin Area School District. Currently Millersburg provides a full continuum of Life Skills for all grade levels and Upper Dauphin provides an elementary and high school level Life Skills program. The consortium also shares a Community-Based Vocational Instruction Program where students are provided opportunities to be taught job-related skills in local businesses. Consortium members are currently in discussions on how to expand program options in order to meet student needs.

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 |
|------------------------------------|------------------------------|-----------------|---------------------------|
| Lenkerville Elementary School | Neighboring School Districts | LSS | 2 |
| Millersburg Middle School | Neighboring School Districts | LSS | 2 |
| Steelton Highspire School District | Neighboring School Districts | MDS | 1 |
| Yellow Breeches Educational Center | Approved Private Schools | ES | 6 |
| CAIU Hilltop Academy | Special Education Centers | ES | 1 |
| River Rock | Approved Private Schools | ES | 2 |
| New Story | Approved Private Schools | ES | 1 |
| New Story | Approved Private Schools | AS | 1 |
| CAIU Emotional Support Classroom | Other | ES | 4 |
| Capital Academy | Approved Private Schools | ES | 2 |
| Devereux | Other | ES | 1 |
| Southwood | Other | ES | 1 |
| Upper Dauphin Elementary | Neighboring School Districts | LSS | 2 |
| Upper Dauphin High School | Neighboring School Districts | LSS | 3 |

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 7 to 11 | 8 | 1 |
| Justification: This classroom is supported by 2 full-time paraprofessionals. Halifax Elementary is a grade K-5 building. | | | | |
| Locations: | | | | |
| Halifax Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 5 to 7 | 10 | 1 |
| Locations: | | | | |
| Enders-Fisherville | 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: Position

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 7 to 8 | 19 | 1 |
| Justification: This building encompasses grades 2-5. | | | | |
| Locations: | | | | |
| Halifax 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: Position

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 8 to 10 | 8 | 0.5 |
| Justification: This building encompasses grade 2-5. | | | | |
| Locations: | | | | |
| Halifax 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 | Emotional Support | 8 to 11 | 3 | 0.5 |
| Justification: This building encompasses grade 2-5. | | | | |
| Locations: | | | | |
| Halifax Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---------------------------|-------------------------------|---|----------|------|
| Itinerant | Emotional Support | 9 to 10 | 2 | 0.25 |
| Locations: | | | | |
| Halifax Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---------------------------|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 8 to 10 | 12 | 0.5 |
| Locations: | | | | |
| Halifax 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 | Autistic Support | 8 to 10 | 2 | 0.25 |
| Locations: | | | | |
| Halifax Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|--------------------------|---|----------|------|
| Itinerant | Learning Support | 11 to 14 | 4 | 0.25 |
| Justification: Caseload variance is due to student demographics | | | | |
| Locations: | | | | |
| Halifax 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 | Emotional Support | 11 to 14 | 6 | 0.5 |
| Justification: The students are seen by the case manager within allowable age ranges. | | | | |
| Locations: | | | | |
| Halifax 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 | Autistic Support | 11 to 14 | 2 | 0.25 |
| Justification: The students are seen by the case manager within allowable age ranges. | | | | |
| Locations: | | | | |
| Halifax Area Middle School | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #7 - Proposed Program*Operator:* Multiple Districts**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|----------------------------|--------------------------|---|----------|-----|
| Itinerant | Learning Support | 11 to 14 | 12 | 1 |
| Locations: | | | | |
| Halifax 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 and Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|------------------|-----------|----------|-----|
| Itinerant | Learning Support | 11 to 14 | 10 | 1 |
| Justification: The students are seen by the case manager within allowable age ranges. | | | | |

| | | | | |
|----------------------------|--------------------------|---|--|--|
| Locations: | | | | |
| Halifax 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 and Position

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|--------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 11 to 14 | 8 | 1 |
| Justification: The students are seen by the case manager within allowable age ranges. | | | | |
| Locations: | | | | |
| Halifax Area Middle School | A Middle 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: August 28, 2017

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 16 | 5 | 0.5 |
| Locations: | | | | |
| Halifax Area High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--------------------------|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 14 to 16 | 15 | 0.5 |
| Locations: | | | | |
| Halifax Area High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #11 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 28, 2017***PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 16 to 19 | 5 | 0.5 |
| Locations: | | | | |
| Halifax Area High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--------------------------|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 16 to 19 | 15 | 0.5 |
| Locations: | | | | |
| Halifax Area High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #12 - Proposed Program*Operator: Multiple Districts***PROPOSED PROGRAM INFORMATION***Type: Class and Position**Implementation Date: August 28, 2017***PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 15 to 18 | 5 | 0.5 |
| Locations: | | | | |
| Halifax 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 | Emotional Support | 14 to 18 | 10 | 0.5 |
| Locations: | | | | |
| Halifax Area High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #13 - Proposed Program*Operator: Multiple Districts***PROPOSED PROGRAM INFORMATION***Type: Class and Position**Implementation Date: August 28, 2017***PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|------------------|-----------|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 14 to 17 | 8 | 1 |

| | | | | |
|--|-------------------------------|---|--|--|
| Justification: This is an autism support classroom where supplemental support services are offered. The students are seen by the case manager within allowable age ranges. | | | | |
| Locations: | | | | |
| Halifax Area High School | A Senior High School Building | A building in which General Education programs are operated | | |

Program Position #14 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|--------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 11 to 14 | 6 | 1 |
| Justification: The students are seen by the case manager within allowable age ranges. | | | | |
| Locations: | | | | |
| Halifax Area Middle School | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #15 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class and Position*Implementation Date:* March 6, 2018**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Full-Time Special Education Class | Emotional Support | 6 to 8 | 4 | 1 |
| Justification: The students are seen by the case manager within allowable age ranges. | | | | |
| Locations: | | | | |
| Enders Fisherville Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #16 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2019**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------|-----------------------------|---|----------|-----|
| Itinerant | Speech and Language Support | 11 to 15 | 17 | 1 |
| Locations: | | | | |
| Halifax Middle School | A Middle School Building | A building in which General Education programs are operated | | |

Program Position #17 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 26, 2019***PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Itinerant | Speech and Language Support | 5 to 14 | 46 | 1 |
| Justification: Case manager will see students in allowable age range. | | | | |
| Locations: | | | | |
| Halifax Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

Special Education Support Services

| Support Service | Location | Teacher FTE |
|---|---------------------------|-------------|
| Director of Special Education | District | 1 |
| Speech and Language Therapist | District | 1 |
| School Psychologist | District | 0.5 |
| Instructional Aide | Halifax Area High School | 0.79 |
| Instructional Aide | Enders Fisherville | 1 |
| Instructional Aide - Multiple Disability - Autism | Halifax Elementary | 0.75 |
| Instructional Aide | Halifax Elementary School | 0.79 |
| Vocational Aide | Halifax High School | 0.33 |
| Instructional Aide | Halifax High School | 0.79 |
| Instructional Aide | Halifax High School | 1 |
| Instructional Aide | Halifax High School | 1 |
| Instructional Aide | Halifax High School | 1 |
| Instructional Aide | Halifax High School | 1 |
| Instructional Aide | Halifax Middle School | 0.79 |
| Instructional Aide | Halifax Middle School | 0.79 |
| Instructional Aide | Halifax Middle School | 0.71 |
| Instructional Aide | Halifax Middle School | 1 |
| Instructional Aide - Learning Support | Halifax Elementary | 0.75 |
| Instructional Aide - Multiple Disability - PCA | Halifax Elementary | 1 |
| Instructional Aide | Halifax Elementary | 0.79 |
| Instructional Aide | Halifax Elementary | 0.79 |
| Instructional Aide - Learning Support | Halifax Elementary | 0.79 |
| Special Education Secretary | District | 1 |

Special Education Contracted Services

| Special Education Contracted Services | Operator | Amt of Time per Week |
|--|--|-----------------------------|
| Occupational Therapist | Outside Contractor | 3 Days |
| Social Worker Services | Outside Contractor | 2 Days |
| Autism and Behavior Support | Multiple LEA (School Districts or Charter Schools) | 2 Hours |

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:

We have identified that each building has similar needs. Curriculum development, mapping, and alignment to the PA Core Standards is a specific need especially as the PSSA Exam is reflective of the new standards. Additionally, we recognize the need to be able to assess student learning based on the PA Core Standards. Identifying these concerns through the comprehensive planning process will allow us to make the necessary changes that will positively impact student achievement. As we continue to work toward improving student achievement, we also recognize that we must examine more closely the achievement levels and progress being made by students identified among our different subgroups. Providing additional remediation for struggling students and enrichment for high-achieving students is still a need.

District Accomplishments

Accomplishment #1:

Halifax Area School District's nationally recognized character education initiative has created a positive and supportive culture in each school. Students know that they will be supported when they have the courage to act responsibly and to choose to do what is right. Students understand that their choices have consequences for themselves and for others, and that they are expected to give their best efforts in their academic pursuits and in their interactions with all members of our school community.

Accomplishment #2:

Teachers have been trained to use data to drive instruction and interventions. This practice needs to be further strengthened and used routinely at all levels. The faculty have been trained to analyze PVASS data.

Accomplishment #3:

Results from the 2018-2019 school year PSSA scores are indicative of improvements that we can attribute to the RTII framework that has been implemented and the alignment of the curriculum that has taken place in the last two years.

Accomplishment #4:

Through a partnership with the Capital Area On-line Learning Association, our district has integrated an on-line learning program within our secondary school program so that students with special circumstances may participate in a non-traditional educational opportunity that may range from course recovery, to a blended learning experience, to a full-time cyber school environment.

Accomplishment #5:

The district continues to participate in a highly effective Pre-K Counts program, through a partnership with a local childcare agency, and provides early learning advantages to the district's economically disadvantaged population.

Accomplishment #6:

Students who participate in Reading Recovery continue to show significant gains by an average growth of 13 reading levels from the beginning of 1st grade to the end of 1st grade.

Accomplishment #7:

The end-of-year promotion rate for students in grades K-5 is 99%.

Accomplishment #8:

DIBELS data shows an increase of at least 3x's the baseline score of the lowest performing K and 1 student from the beginning of the school year to the end of the school year.

Accomplishment #9:

The percentage of students identified with a Specific Learning Disability has decreased from 46.1% during the 2013-2014 school year to 38.9% during the 2018-2019 school year. The state average is 40.9% The reduction can be attributed to the implementation of RTII at the elementary level in addition to the implementation of Child Study Team meetings at all grade levels.

Accomplishment #10:

The district enjoys strong community support for education and partners with a variety of community, non-profit, and civic organizations.

Accomplishment #11:

The district offers Honors and Advanced Placement courses in English, Math, Science, and Social Studies in grades 9-12.

Accomplishment #12:

The district has established a Response to Instruction and Intervention (RTII) model in reading in grades K-5.

Accomplishment #13:

The district is positioning itself as a leader in the integration of technology into K-12 classrooms.

District Concerns

Concern #1:

The district's comprehensive curriculum revision process needs to continue. Instructional practices that are based on student data, RTII, and analysis of assessments will continue at HASD

Concern #2:

Adverse childhood experiences including generational and situational poverty adversely impacts student achievement.

Concern #3:

Despite the significant increase in DIBELS scores of the district's lowest performing students, those students are not meeting proficiency thresholds.

Concern #4:

Within the special education population, 17.4% of the students are identified with an Emotional Disturbance compared to the state average of 8.6%. HASD will continue participating in a Positive Behavioral Intervention and Support Cohort offered by CAIU. This will involve the development and implementation of Tier 1-3 supports at the elementary level over the course of 3-5 years with the goal of reducing special education referrals for emotional support students.

Concern #5:

Teachers are trained to use data to drive instruction and interventions but must be empowered to take more ownership of their data analysis skills. Teachers must develop confidence to trust their data analysis skills without the constant assistance or supervision of a building principal or the Director of Curriculum, Instruction, and Assessment.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #0*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

The district's comprehensive curriculum revision process needs to continue. Instructional practices that are based on student data, RTII, and analysis of assessments will continue at HASD

Adverse childhood experiences including generational and situational poverty adversely impacts student achievement.

Despite the significant increase in DIBELS scores of the district's lowest performing students, those students are not meeting proficiency thresholds.

Within the special education population, 17.4% of the students are identified with an Emotional Disturbance compared to the state average of 8.6%. HASD will continue participating in a Positive Behavioral Intervention and Support Cohort offered by CAIU. This will involve the development and implementation of Tier 1-3 supports at the elementary level over the course of 3-5 years with the goal of reducing special education referrals for emotional support students.

Teachers are trained to use data to drive instruction and interventions but must be empowered to take more ownership of their data analysis skills. Teachers must develop confidence to trust their data analysis skills without the constant assistance or supervision of a building principal or the Director of Curriculum, Instruction, and Assessment.

Systemic Challenge #2 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

The district's comprehensive curriculum revision process needs to continue. Instructional practices that are based on student data, RTII, and analysis of assessments will continue at HASD

Adverse childhood experiences including generational and situational poverty adversely impacts student achievement.

Despite the significant increase in DIBELS scores of the district's lowest performing students, those students are not meeting proficiency thresholds.

Within the special education population, 17.4% of the students are identified with an Emotional Disturbance compared to the state average of 8.6%. HASD will continue participating in a Positive Behavioral Intervention and Support Cohort offered by CAIU. This will involve the development and implementation of Tier 1-3 supports at the elementary level over the course of 3-5 years with the goal of reducing special education referrals for emotional support students.

District Level Plan

Action Plans

Goal #1: The Halifax Area School District will continue to analyze assessment data along with curriculum and instructional delivery methods in an effort to continually improve the academic achievement of all students.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: Survey Data for Continuous Improvement

Specific Targets: Quantitative and qualitative data from students, teachers, graduates, and families will assess the effectiveness of district programming and show an overall satisfaction of 70% or greater.

Strategies:

Student Achievement

Description:

The Halifax Area School District will continue to provide strong professional development for its administrators and teachers; provide students with an academically rigorous program, develop new educational programs; improve the quality of existing programs and provide opportunities for student choice in how their educational program is delivered.

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

Implementation Steps:

Adverse Childhood Experiences as a Barrier to Student Achievement (Student Achievement Goal #1)

Description:

Continue professional development for staff that focuses on the use of the best instructional practices for educating children who have experienced Adverse Childhood Experiences. Implement strategies that promote equal access to opportunities for all students.

Start Date: 9/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Student Achievement

Research Based Instructional Strategies (Student Achievement Goal #2)

Description:

Provide professional development in instructional strategies and programs in order to: increase student achievement, actively engage students, provide for greater student mastery of content.

Start Date: 8/31/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Student Achievement

District Assessment Program (Student Achievement Goal #3)

Description:

Provide families and students with consistent communication and timely feedback on instructional activities, assessments, and student learning.

Start Date: 8/31/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Student Achievement

Curriculum Alignment (Student Achievement Goal #4)

Description:

Continue to revise all district curriculum to the appropriate standards.

Start Date: 8/31/2019 **End Date:** 6/30/2022

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

Supported Strategies:

- Student Achievement

Technology for Student Achievement (Student Achievement Goal #5)

Description:

Use technology during the instructional process appropriately, innovatively, creatively, and purposefully to support student learning.

Start Date: 8/31/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Student Achievement

*STEAM Initiatives for Students and Staff (Student Achievement #6)***Description:**

Increase opportunities and improve activities for students in science, technology, engineering, art, and math (STEAM) activities at all grade levels.

Start Date: 8/31/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Student Achievement

*Career and College Readiness (Student Achievement Goal #7)***Description:**

Provide all students with a comprehensive career and college readiness program that includes authentic experiences.

Start Date: 8/31/2015 **End Date:** 6/30/2017

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Student Achievement

*School Climate and Culture (Student Achievement Goal #8)***Description:**

Design lessons and interventions to reduce the students' perception about teasing and bullying related conduct.

Start Date: 8/31/2019 **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- Student Achievement

Data to Drive Instruction and Interventions (Student Achievement Goal #9)

Description:

Use student data for comprehensive, multi-tiered, standards aligned strategy to inform interventions for students at academic or behavioral risk.

Start Date: 8/31/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education, Gifted Education, Educational Technology

Supported Strategies:

- Student Achievement

Survey Data for Continuous Improvement (Student Achievement Goal #10)

Description:

Routinely collect quantitative and qualitative data from students, teachers, graduates, and families to assess the effectiveness of district programming.

Start Date: 6/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Student Achievement

Facilitate greater levels of staff collaboration (Student Achievement Goal #11)

Description:

Create more opportunities for meaningful collaboration between staff members for the purpose of improving instructional delivery.

Start Date: 9/2/2019 **End Date:** 6/7/2021

Program Area(s): Professional Education, Teacher Induction

Supported Strategies: None selected

Goal #2: The Halifax Area School District will continue to strengthen its relationships with community, non-profit, post-secondary, and civic organizations in order to provide all students, families, and staff with a variety of educational and support programs.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: Current partnerships are strengthened, and new partnerships are developed and sustained.

Specific Targets: Educational and support programs in the community are made available to district students.

Strategies:*Community Engagement***Description:**

The district will sustain its administrative leadership on non-profit boards; conduct a needs assessment to determine the support services and educational programs available to district students and develop opportunities for the community to volunteer in district classrooms. Regular surveys of families will determine awareness of programs with the goal of having 80% of respondents show awareness of support services by 2022.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:*Administration's Service to the Community (Community Engagement Goal #1)***Description:**

Enhance partnerships with community organizations and be a visible presence in the Halifax community.

Start Date: 8/31/2019 **End Date:** 6/30/2022

Program Area(s):**Supported Strategies:**

- Community Engagement

*Community Needs (Community Engagement Goal #2)***Description:**

Help to identify overlapping services, gaps in services, and coordinate resources that benefit students and families.

Start Date: 8/31/2019 **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- Community Engagement

Inventory of Resources for the Community (Community Engagement Goal #3)

Description:

Collaboratively develop an inventory of community agency activities and educational programs and post links to the district website for access by Halifax families and community members.

Start Date: 8/31/2019 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Community Engagement

Increase Consortium Opportunities (Community Engagement Goal #4)

Description:

Increase consortium opportunities with neighboring school districts to share resources, reduce costs, and expand academic and athletic opportunities for students.

Start Date: 8/31/2019 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Community Engagement

Parent Outreach Programs (Community Engagement Goal #5)

Description:

Increase parent outreach and education opportunities, so that all parents are better informed about the programs offered in the district.

Start Date: 8/31/2019 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Community Engagement

District Wide Communications Strategy (Community Engagement Goal #6)

Description:

Consistently keep all stakeholders informed about district events, initiatives, and programs. To include use of social media, stronger presence on district website, monthly article in the Upper Dauphin Sentinel, district newsletter(s), and parent meetings.

Start Date: 8/31/2019 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Community Engagement

Community Outreach with District Facilities (Community Engagement Goal #7)

Description:

Increase opportunities for district facilities to be used for community outreach. Examples: media center as community library, auditorium for local theatre group, greenhouse as a community garden.

Start Date: 8/31/2019 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Community Engagement

Communicate information to Families about School and Community Resources. (Community Engagement Goal #8)

Description:

Establish procedures and expectations to communicate with all families about community resources, school programs, social services, and decision-making opportunities.

Start Date: 8/31/2019 **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- Community Engagement

Character Education (Community Engagement Goal #9)

Description:

Engage students, teachers, and families in meaningful discussions to ensure continuous improvement of the Discovery Character Development Program.

Start Date: 8/31/2019 **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- Community Engagement

Goal #3: The Halifax Area School District will implement initiatives that reduce or control the costs required to operate the school district and improve student achievement. This includes but is not limited to revising policy and administrative guidelines to promote effective governance and developing a master plan for district facilities to make best use of district resources.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: Board Policy and Guidelines; Facilities Improvement plan.

Specific Targets: Board policy and guidelines have been developed and implemented. Facilities improvement plan has been created.

Strategies:

Stewardship

Description:

Through effective governance, policies and procedures will be implemented to ensure the best use of district resources in promoting student achievement. The district will continue to systematically review board policy and procedures relative to district resources through 2022. 80% of the applicable policies will be reviewed and implemented by 2022.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Facilities Improvement Plan (Stewardship Goal #1)

Description:

Explore fiscally responsible plans to address the issues and limitations of the Halifax Elementary School.

Start Date: 8/31/2019 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Stewardship

Facilities (Stewardship Goal #2)

Description:

Investigate opportunities to generate revenue at HASD school campuses and expand revenue from advertising.

Start Date: 8/31/2019 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Stewardship

Zero-Based Budgeting (Stewardship Goal #3)

Description:

Continue to be stewards of taxpayer money by using zero-based and site-based budgeting.

Start Date: 8/31/2019 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Stewardship

Education Foundation (Stewardship Goal #4)

Description:

Continue the District's partnership with the Halifax Wildcat Education Foundation and other entities to enrich, enhance, and expand the academic opportunities of students in the Halifax community.

Start Date: 8/31/2019 **End Date:** 8/31/2022

Program Area(s):**Supported Strategies:**

- Stewardship

Revision of Policy and Administrative Regulations (Stewardship Goal #5)

Description:

Review and revise as needed, all policies and administrative regulations for accuracy, consistency, and need.

Start Date: 8/1/2019 **End Date:** 8/1/2022

Program Area(s):**Supported Strategies:**

- Stewardship

Multi-Year Fiscal Plan (Stewardship Goal #6)

Description:

Develop a multi-year fiscal plan to fund and sustain financial priorities.

Start Date: 8/31/2019 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Stewardship

*Human Resource Management (Stewardship Goal #7)***Description:**

Implement initiatives and continue practices to build and enhance staff morale.

Start Date: 8/31/2019 **End Date:** 6/30/2022

Program Area(s):**Supported Strategies:**

- Stewardship

Appendix: Professional Development Implementation Step Details

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

District Level Affirmations

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

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Dean Hile on 4/30/2019

Board President

Affirmed by Dave Hatfield on 4/29/2019

Superintendent/Chief Executive Officer