

Ephrata Area SD

**District Level Plan**

07/01/2018 - 06/30/2021

# District Profile

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## Demographics

803 Oak Blvd  
Ephrata, PA 17522  
(717)721-1513  
Superintendent: Brian Troop  
Director of Special Education: Susan Summers-Steffy

## Planning Process

The Comprehensive Planning process began when District personnel attended state-sponsored training on the new process for Phase 2 school districts.

A steering committee of key personnel was selected to lead the process of developing the five (5) plans that comprise the overall Comprehensive Plan. Members of the District planning committee reflect the many stakeholders in the Ephrata Area School District. Committee members included: teachers, guidance counselors, a special education teacher, administrators, assistant superintendents, the superintendent, principals, assistant principals, and an instructional coach.

Utilizing the materials provided by the state for Comprehensive Planning as our guide, we developed a timeline for the completion. Three after-school/evening meetings, which included the Comprehensive Planning committee, were held during the process. Throughout the initial three-year implementation period, continued dialogue is planned to include smaller committee groups, department representatives, and all staff.

While the District Mission, Vision, and Belief statements remain constant, the District committee was able to utilize data and other information to help formulate priorities and support District leadership to make necessary updates and changes to District goals.

The original plan was presented to the Ephrata Area Board of School Directors for approval in October, 2013. The three year review of the plan will be presented to the Board of School Directors in October 2016 and October 2017.

## Mission Statement

In order to accomplish our vision, it is the mission of the Ephrata Area School District to provide all students a secure learning environment and exemplary academic programs that inspire all students to reach their full potential.

## Vision Statement

Achieving Success One Student at a Time

## Shared Values

We believe:

- all students can learn
- our students are always at the center of our thoughts and actions
- literacy and math are key components of learning in all curricular areas
- education is the shared responsibility of student, family, school, and community
- data from many sources provide vital information for decision-making
- a highly qualified and dedicated staff is essential to the learning process
- facilities should be designed and maintained to support teaching and learning
- consistent use of research-based instructional practices increases student achievement
- in the on-going development of a professional learning community
- technology is an integral part of the organization, communication, teaching, and learning

## Educational Community

The Ephrata Area School District is a suburban/rural community located in northern Lancaster County, approximately 40 miles east of Harrisburg and 15 miles north of Lancaster. The District stretches over 43 square miles. The District has approximately 33,000 residents in four municipalities -- Akron and Ephrata boroughs and Clay and Ephrata townships. Ephrata Borough's 13,400 residents make it the second largest downtown community in Lancaster County, second only to Lancaster city. The region provides a commercial area with a wide assortment of retail outlets, cultural and recreational facilities, and residential sections.

Ephrata Area School District has a cohort graduation rate of 89.7 percent, and a dropout rate of less than 3 percent. In addition, nearly 70 percent of District students pursue a post-secondary education. The last reported school performance profile for our district was 95.3 at Ephrata High School, which was the highest such score in the IU 13.

Ephrata Area School District has six classroom buildings.

- Four elementary buildings house Kindergarten through Grade 4 (approximately 1,660 students).
- Ephrata Intermediate/Middle School educates approximately 1240 students in Grades 5 through 8.
- Ephrata High School educates approximately 1,220 students in Grades 9 through 12.

All of our educational facilities have undergone some renovation within the past five to ten years. Each one of our schools operates with a temperature controlled climate and modernized facilities.

## Planning Committee

Name	Role
Stephanie Gingrich	Administrative Assistant to the Superintendent
Jacy Clugston Hess	Administrator : Professional Education Special Education
Joy Darkes	Administrator : Professional Education
Kevin Deemer	Administrator : Professional Education Special Education
Brett Esbenshade	Administrator : Professional Education
Scott Galen	Administrator : Professional Education
Russ Garman	Administrator
Richard Hornberger	Administrator : Professional Education
Sheri Horner	Administrator : Professional Education
Peter Kishpaugh	Administrator
Josh McCracken	Administrator : Professional Education
Gregg Shulenberger	Administrator : Professional Education
Dr. Brian Troop	Administrator
Rebecca Gallagher	Business Representative : Professional Education
Jenny La	Business Representative : Professional Education
Gil Sager	Business Representative
Carol Frysinger	Community Representative : Professional Education
Jenny Miller	Community Representative
Sonia Straley	Community Representative : Professional Education
Chris Weber	Community Representative
Jane Englert	Ed Specialist - Instructional Technology : Professional Education

Ben Rossman	Ed Specialist - Instructional Technology : Professional Education
Steve Habowski	Ed Specialist - School Counselor : Special Education
Beth Lyons	Ed Specialist - School Counselor : Professional Education
Emily Burkholder	Elementary School Teacher - Regular Education : Professional Education
Sue Doub	Elementary School Teacher - Regular Education : Special Education
Chris Hagen	Elementary School Teacher - Regular Education : Professional Education
Kati Prudente	Elementary School Teacher - Regular Education : Professional Education
Connie Reber	Elementary School Teacher - Regular Education
Jonelle Shenk	Elementary School Teacher - Regular Education
David Trout	Elementary School Teacher - Regular Education : Professional Education
Adam Zeni	Elementary School Teacher - Regular Education
Jessica Chrusch	Elementary School Teacher - Special Education : Special Education
Jason Buck	High School Teacher - Regular Education : Professional Education
Stacie Burkey	High School Teacher - Regular Education : Professional Education
Larry Hagen	High School Teacher - Regular Education
Jenna Ginder	High School Teacher - Special Education : Professional Education Special Education
Ashley Stamets	High School Teacher - Special Education : Special Education
Michelle Perry	Instructional Coach/Mentor Librarian
Nicole Thomas	Intermediate Unit Staff Member : Special Education
Josh Haupt	Middle School Teacher - Regular Education : Professional Education
Cindy Jones	Middle School Teacher - Regular Education : Professional Education
Todd Ream	Middle School Teacher - Regular Education : Professional Education
Michelle Bock	Parent : Special Education
Tara Deiter	Parent : Special Education
Donna Hollinger	Parent : Special Education

Sandy Jones	Parent : Special Education
Crystal Loose	Parent : Professional Education
Donna Schlinkman	Parent
Tanya Weaver	Parent : Professional Education
Stephanie Weber	Parent
Sean Zeimer	Student : Special Education
Jenna Ginder	Student Services Director/Specialist : Special Education
Sue Summers-Steffy	Student Services Director/Specialist : Special Education

# Core Foundations

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## 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	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	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent
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	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

Family and Consumer Sciences are not taught at the elementary level.

#### 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,	Accomplished	Accomplished

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

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

*This narrative is empty.*

### **Middle Level**

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



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

*This narrative is empty.*

### High School Level

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

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

*Unchecked answers*

*None.*

### **Elementary Education-Intermediate Level**

*Checked answers*

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

*Unchecked answers*

*None.*

### **Middle Level**

*Checked answers*

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

*Unchecked answers*

*None.*

### **High School Level**

*Checked answers*

- Arts and Humanities
- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics

- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

*Unchecked answers*

*None.*

Explanation for any standards checked:

Our District Curriculum Revision Cycle focuses on Pennsylvania Core Standards and any necessary state revisions that need to be included in our local curriculum revisions.

## Curriculum

### *Planned Instruction*

#### **Elementary Education-Primary Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
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:

#### **Content and estimated instructional time allotted to achieving the academic standards**

- School level planning has been done in accordance with state standards used as the driving formulating force. This was led by Department Supervisors and teachers within the specific content areas.
- An academic class schedule has been implemented to ensure instructional time is devoted to achieving the standards.

**Objectives of planned courses, instructional units, or interdisciplinary studies to be achieved by all students are identified for each subject area.**

- Teams of teachers supervised by Department Supervisors have written the curriculum to include planned course outlines, including outcomes based on the formulated objectives.

**Procedures for measurement of mastery of the objectives of a planned course, instructional unit, or interdisciplinary studies are identified.**

- This is accomplished according to weighting assignments in curricular disciplines and the District-approved grading scale used in Kindergarten through Grade 12. There is a deliberate focus on the use of Common Unit Assessments as a mastery measurement in all courses.

**The relationship between the objectives of a planned course, instructional unit, or interdisciplinary studies and academic standards are identified.**

- The curriculum planning process standards were used to determine objectives of each discipline. Planned course outlines were developed that were aligned to the standards and then checked for Objective/Instructional/Assessment/Standard Alignment.

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

*This narrative is empty.*

**Elementary Education-Intermediate Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
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:

**Content and estimated instructional time allotted to achieving the academic standards**

- School level planning has been done in accordance with state standards used as the driving formulating force.
- An academic class schedule has been implemented to ensure instructional time is devoted to achieving the standards.

**Objectives of planned courses, instructional units, or interdisciplinary studies to be achieved by all students are identified for each subject area.**

- Teams of teachers have written the curriculum to include planned course outlines, including outcomes based on the formulated objectives.

**Procedures for measurement of mastery of the objectives of a planned course, instructional unit, or interdisciplinary studies are identified.**

- This is accomplished according to weighting assignments in curricular disciplines and the District-approved grading scale used in Kindergarten through Grade 12.

**The relationship between the objectives of a planned course, instructional unit, or interdisciplinary studies and academic standards are identified.**

- The curriculum planning process standards were used to determine objectives of each discipline. Planned course outlines were developed that were aligned to the standards and then checked for Objective/Instructional/Assessment/Standard Alignment.

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

*This narrative is empty.*

**Middle Level**

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	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:

**Content and estimated instructional time allotted to achieving the academic standards**

- School level planning has been done in accordance with state standards used as the driving formulating force. This was led by Department Supervisors and teachers within the specific content areas.
- An academic class schedule has been implemented to ensure instructional time is devoted to achieving the standards.

**Objectives of planned courses, instructional units, or interdisciplinary studies to be achieved by all students are identified for each subject area.**

- Teams of teachers supervised by Department Supervisors have written the curriculum to include planned course outlines, including outcomes based on the formulated objectives.

**Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.**

- This is accomplished according to weighting assignments in curricular disciplines and the district-approved grading scale used in Kindergarten through Grade 12. There is a deliberate focus on the use of Common Unit Assessments as a mastery measurement in all courses.

**The relationship between the objectives of a planned course, instructional unit, or interdisciplinary studies and academic standards are identified.**

- The curriculum planning process standards were used to determine objectives of each discipline. Planned course outlines were developed that were aligned to the standards and then checked for Objective/Instructional/Assessment/Standard Alignment.

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

*This narrative is empty.*

### High School Level

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

Processes used to ensure Accomplishment:

#### **Content and estimated instructional time allotted to achieving the academic standards**

- School level planning has been done in accordance with state standards used as the driving formulating force. This was led by Department Supervisors and teachers within the specific content areas.
- An academic class schedule has been implemented to ensure instructional time is devoted to achieving the standards.

#### **Objectives of planned courses, instructional units, or interdisciplinary studies to be achieved by all students are identified for each subject area.**

- Teams of teachers supervised by Department Supervisors have written the curriculum to include planned course outlines, including outcomes based on the formulated objectives.

#### **Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.**

- This is accomplished according to assignment weighting in curricular disciplines and the district-approved grading scale used in Kindergarten through Grade 12. There is a deliberate focus on the use of Common Unit Assessments as a mastery measurement in all courses.

**The relationship between the objectives of a planned course, instructional unit, or interdisciplinary studies and academic standards are identified.**

- The curriculum planning process standards were used to determine objectives of each discipline. Planned course outlines were developed that were aligned to the standards and then checked for Objective/Instructional/Assessment/Standard Alignment.

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

*This narrative is empty.*

### ***Modification and Accommodations***

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

The curriculum is designed with an LFS (Learning Focused School) focus and implements differentiation in the classroom. Teachers are aware of the strengths and needs of all students. At all levels any supplementary aides and services needed are considered to allow full access to the general education curriculum for all students in the District. The use of activating strategies and summarizing techniques allows students of all ability levels to benefit from the curriculum by allowing the staff to see areas of need during instruction. The curriculum is aligned to the state standards, which are pre- and re-taught as needed with varying levels of support throughout the year to aide in mastery of the key concepts in the curriculum.

In elementary and middle levels, the curriculum is designed with tiered interventions to supplement the primary instruction in the classroom. These tiered levels of support focus in the standards that will develop the basis for concept mastery. In the secondary level, the curriculum is aligned to the state standards, which are pre- and re-taught as needed with varying levels of support throughout the year to aide in mastery of the key concepts in the curriculum.

## **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
- Department Supervisors
- Instructional Coaches

*Unchecked Answers*

- Building Supervisors
- Not Reviewed

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

- Supervisors and administrators conduct walk-through observations to check for high quality instructional practices.
- Formal observations are used as part of the evaluation of teacher practices.
- PDE evaluation forms and requirements set by the state are used to evaluate instructors' education practices.
- Literacy Coaches work with teachers on an ongoing basis to improve their instructional practices.
- Staff submit weekly lesson plans for review by principals and supervisors to ensure curriculum-driven instruction.

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

We have launched a peer coaching/lesson study process in Grades 5-8 and implemented the use of department and grade-level meetings to focus instruction in the classroom.

***Responsiveness to Student Needs*****Elementary Education-Primary Level**

<b>Instructional Practices</b>	<b>Status</b>
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

- At the elementary level, we have focused on the implementation of the MTSS model to support students in the areas of ELA, Math, and Behavior.
- Math and Reading core instructional time is structured around Daily 5 and Daily 3 to ensure small group instruction.

#### **Elementary Education-Intermediate Level**

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

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

*This narrative is empty.*

#### **Middle Level**

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

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

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

- We have provided 5 years of focused differentiated instruction training that included in-house trainings and also training from experts, such as Jessica Hockett and Cindy Strickland.
- We have created a new EIS and EMS schedule that best meets students' needs.

### High School Level

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

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

- We have provided 5 years of focused differentiated instruction training that included in-house trainings and also training from experts, such as Jessica Hockett and Cindy Strickland.

### *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.

The District does not implement special procedures to hire staff members to work with our higher needs students. Instead, the District employs a strict hiring process that guarantees all positions are filled by highly qualified teachers using the same rigid process. Positions are created and posted through the AppliTrack system. Building principals determine the criteria for the open position, and the Human Resources office screens candidates and schedules interviews. After the first round of interviews using Strong's questioning suggestions, two finalists are interviewed by District Administrators. The Assistant Superintendents then discuss with the principals the best candidate for the open position, and a job offer is made. We follow this process for any opening as there is no more important determination than the person we place in front of our students, regardless of his/her academic strengths or needs.

## Assessments

### *Local Graduation Requirements*

<b>Course Completion</b>	<b>SY 18/19</b>	<b>SY 19/20</b>	<b>SY 20/21</b>
Total Courses	25.50	25.50	25.50
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	3.00	3.00	3.00
Health	0.00	0.00	0.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	8.50	8.50	8.50
Electives	0.00	0.00	0.00
Minimum % Grade Required for Credit (Numerical Answer)	50.00	50.00	50.00

### *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.

- 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*

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

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

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

### *Local Assessments*

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

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Localized assessments given in each curricular area based on PA Core Standards when applicable.	X	X	X	X

#### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
We give the Developmental Reading Assessment (DRA) several times a year at the K-4 level	X			
USE OF DIBELS for use as benchmarking for students	X	X		
District Writing prompt given 3 times per year.	X	X	X	

**Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Common Unit Assessments based on grade level or course specific standards.	X	X	X	X

**Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
DIBELS	X	X		
Diagnostic Online Mathematical Assessment (DOMA)			X	
Classroom Diagnostic TOOL in ELA, Algebra (where applicable) and Math		X	X	X
Classroom Diagnostic Tool in Math	X			

*Validation of Implemented Assessments*

<b>Validation Methods</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review	X	X	X	X
Professional Learning Community Review			X	
Instructional Coach Review	X	X	X	
Teacher Peer Review			X	

Provide brief explanation of your process for reviewing assessments.

- At the elementary level (EEP and EEI), teachers, the Assistant Superintendent for Elementary, principals, and instructional coaches review assessments to ensure they are aligned with standards and standardized testing.
- At the secondary Level (ML and HS), Department Supervisors, the Assistant Superintendent for Secondary, principals, and assistant principals review assessments and make changes based on item analysis and alignment with state testing and standards.

*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.

We use the state standards and eligible content to develop and revise our curriculum and assessments in each curriculum. We follow a curriculum cycle to ensure we are making revisions based on the standard and incorporating Pennsylvania Core Standards into every aspect of our curriculum. The curriculum, and assessments which coincide with it, are examined for alignment when necessary by teachers, Department Supervisors, administrators, and the Intermediate Unit.

### *Collection and Dissemination*

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

Our system of data collection and dissemination revolve around making the data accessible quickly to leaders and data teams. Our Assessment Tracker software can break down data by student, sub-group, and classroom for teams to use for instructional decisions. The teams then analyze the data for student weakness/need/strength during data team and instructional meetings and plan instruction accordingly.

### *Data Informed Instruction*

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

- We use a Multi Tiered Systems of Support (MTSS) model in Kindergarten through Grade 6 that revolves around identifying student weaknesses and then planning instruction in dedicated blocks of time for students who need focused instruction.
- At the Middle School we have intervention and enrichment blocks to help meet students' needs.
- At the High School level Academic Coaching Time is used to address student weaknesses.
- Data teams at each level examine student data on the classroom, grade, and school level to determine individual needs, class instructional weaknesses, and common school trends. The data is then used as a planning spring board for interventions.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X



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

Provide brief explanation of the process for incorporating selected strategies.

We report state testing data to our community of students, parents, and community members within the time frames established by the Pennsylvania Department of Education. We continually add instructional strategies to our teaching practices, as evidenced by our website and coaching of teachers. Instructors use data to determine student weaknesses and plan prescriptive lessons for students who are in need of academic intervention.

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

*This narrative is empty.*

### ***Distribution of Summative Assessment Results***

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

Provide brief explanation of the process for incorporating selected strategies.

We utilize media, mailings, newsletters, meetings, and our website to ensure our public is aware of the types of assessments and information pertaining to them and their children. We have a plan for sharing this information at the District and school level.

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

We will be using our District website and online calendar more effectively to ensure that we are reaching more of our community with news of District achievements and the District as a whole.

## 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.

Through an annual process of reviewing student performance data, areas of focus for each school in our District are identified. Principals and their building teams develop action plans targeting areas of relative weakness for improvement. District support is offered through the allocation of time and resources to help analyze data and identify trends and root causes so that school-based efforts yield positive outcomes for students. Biweekly meetings with the District Administration are an additional source of collaboration aimed at addressing issues that arise at the building level.

### *Programs, Strategies and Actions*

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

Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training		X	X	X
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:

#### Safety and Violence Prevention Curricula

Our School Resource Officer is an active member of our leadership team. Some Safety and Violence items are included in pieces of the curriculum. Prevention curriculum must be deliberately embedded at each level.

Student Assistance Program Teams - though a formal SAP team is not functioning at the elementary level, multiple teams within each elementary building regularly review individual student progress academically and socially/emotionally. They are able to address the same concerns that would be addressed by SAP teams at the upper grade levels.

### *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.)**

#### **SCREENING PROCESS**

In accordance with PDE regulations regarding gifted screening, the Ephrata Area School District administers testing for gifted identification during the winter of grade 1. For grades 2-12, testings facilitated through parent request and/or teacher recommendation. After the initial testing in grade 1 or after receiving a gifted screening referral, the following steps will be followed:

1. The Otis-Lennon School Ability Test (OLSAT), a group administered assessment, will be given in grade 1 to all students. Students in grades 2-12 will be given an individual standardized cognitive test such as the Kauffman Brief Intelligence Test Second Edition (KBIT2) or another selected measure.
2. If the score is 125 or above on OLSAT or KBIT2, the guidance counselor will complete the guidance matrix to determine the presence of a score of 130 or above.
3. If the score is 130 or above, the guidance counselor will complete a request for a full evaluation to be completed by the school psychologist.
4. If the score is not 130 or above, the guidance counselor will send the Screening Matrix/Parent Letter to inform parents of the screening outcome. A copy will also be placed in the child's cumulative file.
5. At any time, teachers and/or parents may request a screening for a child in grades K-12. Guidance counselors will administer the KBITZ and complete steps 2-4 above.

## **IDENTIFICATION AND PLACEMENT**

Students who have achieved the appropriate number of points on the screening matrix are referred for a Gifted Multidisciplinary Evaluation (GMDE) no later than 60 school days after parent permission is received. The team members may include the school psychologist, building principal, classroom teacher, parent or designee, and the guidance counselor. The team makes the decision of the services to be offered. A school psychologist will then complete an evaluation matrix and generate a student profile in the form of a Gifted Written Report (GWR). A GWR must be written within 10 school days after the GMDE is completed. A copy of the GWR will be given to the parents within 5 school days after its completion. In accordance with PDE regulations, the Ephrata Area School District offers testing for gifted identification based on multiple criteria. An individual intelligence test will be administered to determine the student's overall cognitive ability. An individual achievement measure will be administered to determine the student's ability level in reading, written expression, and math. Additionally, parent and teacher rating forms will be gathered. These forms allow the district to gain input on information such as rate of acquisition/retention, demonstrated achievement, etc. The determination of eligibility will be based on an evaluation matrix. The matrix includes factors that could be masking gifted ability, advanced achievement in reading, written expression or math, a score on the teacher and parent rating forms, rate of acquisition/retention, and cognitive ability score. A score of 130 or above is needed to be eligible for the gifted program. Following the gifted assessment, the school psychologist will convene a GMDE Team meeting to present the evaluation results. If the student is recommended for placement in the gifted program, the gifted teacher will convene a meeting with the GMDE team members no later than 30 calendar days from the GMDE date to review the proposed

- The GIEP shall be developed within 30 calendar days of the GWR.
- The GIEP must be implemented no more than 10 school days after it is signed or, if a new GIEP, at the start of the following school year if completed less than 30 school days before the last day of scheduled classes.
- Parents have 10 calendar days to respond to a NORA sent by mail or 5 calendar days to a NORA presented in person at the GIEP conference.
- If parents receive the notice in person and approve within 5 calendar days, the district may not implement the GIEP for at least 5 calendar days.

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

Ephrata Area School District is always looking for students who may need specially designed instruction whether it is for gifted services or special education services. We currently are using MTSS and PLCs to work together with grade levels to ensure all students are getting what they need to meet their potential. The district currently conducts a screener during the middle of the 1st grade year (the OLSAT); this test is used to locate any

student who is close gifted criteria. Once they are recommended from the screener and their guidance counselor, a full evaluation is given by the school psychologist. Other times screeners are used is if any parent, teacher, or administrator feels a student may be in need of gifted services/specially designed instruction. If there is a chance the student may score below needed levels due to a disability or a language barrier; we make sure these areas do not affect the outcome

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

Once our district identifies the potential gifted student the school psychologist then collects multiple forms of data: IQ; achievement with specific areas to determine where the student is possibly highly superior, superior, high average, and so on; outcomes and percentages of high stake testing such as PSSA or Keystone tests, outcome of local tests, rate of learning (1 repetition or more) rated by both teachers and parents, and also if there is a characteristic that would hide potential giftedness such as a disability, English as a 2nd Language, or an extreme incident within the student's life. All these pieces of data are assigned a number within a matrix so that the IQ alone does not determine giftedness. Once the student is deemed gifted, the team then decides in what area the giftedness is present and whether or not this area would need enrichment, acceleration or both.

**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.**

Ephrata Area School District prides itself with its ability to offer a continuum of services for students who are deemed gifted. The Gifted Written Report (GWR) gathers all the data on the student and shows through data what areas the student is gifted and needs specially designed instruction. If a student is 1 or 2 times above their peers in a certain area that student is eligible for enrichment in this area. Most times the general education teacher that is most closely related to that area of giftedness will deliver the enrichment, but some areas of giftedness may cross multiple subject areas and thus teachers will enrich the student across the curriculum working together to provide the student with a unique experience to push the student to reach his/her potential. If a student is 3 years ahead of their peer in a subject area then acceleration is appropriate. This can take many forms such as testing out of certain units to go deeper or wider, given a curriculum that is deeper in its entirety, join students or peers in a more advanced subject area. These SDI's are all determined by the GIEP team. If a student is deemed 3 years ahead in multiple subject areas, the team will consider grade skipping. This does not happen often due to concerns of emotional development. These decisions are made with all possible team members and their input.

***Developmental Services***

<b>Developmental Services</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling			X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X

Career Awareness		X	X	X
Career Development/Planning			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:

We have identified student social and academic needs at each level for students and assistance that is appropriate for students on an individual basis.

### *Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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

Explanation of diagnostic, intervention and referral services:

Each and every EASD student is seen as a unique and important individual in which the entire school team coordinates to make programming individualized when needed. Students are assured the following at all levels:

- a. Students with IEPs or 504's may require accommodations and modifications. A team makes these decisions and the requirements are determined through the teams to allow access to the student's education by both an IEP/504.
- b. Policy exists that students can have medications given at school as long as parents notify the school nurse and there is a prescription with the medication handed directly to the nurse. The district will provide the medical services of medication delivery to students who need it and have the proper documents.
- c. The district constantly is assessing students for skills and their aptitude for learning. This is one step towards seeing how each individual student learns and to see if they may need an intervention.
- d. All students are assessed for current skills or needed skills as well as their aptitude for learning. If teachers/teams see a difficulty a multi-tiered intervention system is used to address such needs.
- e. All student are assigned a guidance counselor who is the same counselor for grades K-4, 5-8, and then 9-12. If a student then is identified as a student with a disability they also are assigned a case manager to work with a plan (IEP) to assist them in putting into place goals, SDIs, and needed transition. If a student is eligible for a 504, this is written by their guidance counselor and reviewed annually.
- f. Students who need individual crisis management or interventions receive this support through various methods such as guidance interventions, team meetings, crisis plan implementation, SAP referrals, and a constant contact with family.
- g. The mission of the Ephrata Area School District's School Counseling Program is to deliver a comprehensive program that provides equity and access while addressing the academic, career, and social/emotional developmental needs of all students. The program supports the school district's mission statement through collaboration with school personnel, families, community stakeholders, and post-secondary partners. This will encourage students to reach their fullest potential in preparation for achieving future goals.
- h. Whole school activities are delivered to various grades and/or student bodies to ensure the most relevant health topics are discussed. Health classes throughout all grades give students more specific instruction and intervention methods of current health issues. When a student has a specific health issue a health plan or 504 is written to assist with that particular student so they can access their education. As a student with such a situation nears college age, the guidance department and student services discuss ways for the student to transition to college. If a student suffers from drug or alcohol addiction the guidance counselors and a team of professionals assist the student/family in their endeavor toward sobriety. This could mean recommendations of classes, counseling, or a treatment facility.
- i. When a student has a specific health issue a health plan or 504 is written to assist with that particular student so they can access their education. As a student with such a

situation nears college age, the guidance department and student services discuss ways for the student to transition to college. If a student suffers from drug or alcohol addiction the guidance counselors and a team of professionals assist the student/family in their endeavor toward sobriety. This could mean recommendations of classes, counseling, or a treatment facility.

j. Small group counseling for life situations, education, or personal/social issues is available through our guidance department. At every level within the school district counselors are actively involved in ensuring groups are formed and information/support are delivered for students who fit in any of the situations above. The district has partnered with several outside support/counseling agencies to provide additional support so that all students receive the assistance they need to move on to the next stage in their life.

k. Special education referrals and evaluations happen throughout the year after teams at all buildings work with students, team to assist students, and trial interventions. When the school team suspects a student may have a disability or parents request an evaluation, a referral is submitted to the special services offices and the process begins

l. SAP is currently active in grades 5-12, teams of teachers and a SAP counselor work together to identify and mentor student who need such support.

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education			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:

Ephrata Area School District is committed to make sure each and every student receives the support both educational, socially, and emotionally needed to maintain a positive academic life. Throughout the students years in public school it has become apparent that additional



training and support is needed for parts or all of the student body to be successful. The guidance department is at the forefront in providing additional services and knowing when to connect with outside agencies.

At each building level exists a team that looks at each student to examine their needs whether it might be educational, social, emotional, or health related. If a student is identified with a need one or more of the following could occur:

- Guidance support in a small group with like peers
- Individual behavior or health plans are written
- One on one counseling with an internal guidance counselor or a counselor from an agency
- Social skills instruction through guidance or Itinerant Autistic Support
- Connection with outside counseling which could involve TSS, BHDS, MT, etc.
- Referrals to placements

Regardless the path that the team decides; one of the most important parts of the team is the parent. EASD is dedicated to making sure parents are part of the team so that students understand we are a united front. Communication with the family is critical at every stage to ensure on-going progress is made regardless of the identified need.

In the case of behavioral needs that are on-going and the school has exhausted all possible avenues and the student does not fit the criteria for an IEP, alternative education is considered. On any given year the number of students in alternative education schools are few. The intent is always for the student to learn needed coping skills and return to his/her home school. This decision is always made by a team which has the parent at the table. If a student is identified as eligible for a 504 or an IEP, one or the other is written and managed throughout the school system. A team (including parents) writes each document and reviews it annually. The IEP case manager tracks the students and quarterly progress is reported to parents.

If a student is deemed truant, a team (including parent) is gathered to write a Truancy Elimination Plan (TEP). The team consists of guidance, Home School Visitor (HSV), Principal, and Parent. The HSV and guidance counselor continue to track the student and provide support for the student to attend school. If attendance continues to be an issue despite these supports, the school team will activate involvement of the court system.

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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.

There are Child Study and/or data team meetings at every level to determine courses and interventions needed for students who are struggling. In addition, there are data team

meetings and Child Study team meetings (depending on the level) to determine academic advancement for students as well.

### *Community Coordination*

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

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

There are numerous programs established by the District in the community to link the schools to our community. *Let the Learning Begin* and *Mini-Mounts* are two areas of early reading and math intervention for students who are of pre-kindergarten age. There are also tutoring programs and times for teachers and students to link regarding academics during and after the school day.

### *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.
- Family Literacy Activities
  - *Let the Learning Begin*
  - Connection with ELL parents
  - *Mini-Mounts Moments of Discovery*
  - Parent-to-Parent mentors, a connection with preschool parents
  - Community registration drives and events for incoming Kindergarten students
  - *Plant the Seed of Learning: Purposeful Play*

## Materials and Resources

### *Description of Materials and Resources*

#### Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

We are focused on providing high quality materials that meet the needs of all students. Each year, the District is monitoring achievement data and working with teachers to ensure that they have the materials needed to deliver effective instruction.

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

*This narrative is empty.*

#### Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

#### **A robust supply of high quality aligned instructional materials and resources available.**

- There are items, such as a multi-copy library on site, that include fiction and non-fiction choices for teachers and students. Also, the use of hands-on materials to teach standards has been implemented. Lastly, we utilize Board-approved curriculum that has

state standards engrained in it and manipulatives and supplemental materials to foster student skill mastery.

**Accessibility for students and teachers is effective and efficient.**

- All students are able to access the regular education curriculum in all environments. There are materials available for those who need extra support and an RtII (Response to Intervention and Instruction) model for students who need a safety net to achieve success.

**Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills.**

- The academic standards are the main focus of all materials and curriculum used in the District. The curricula are scaffolded to ensure that there is coherence as one grade level feeds into the next grade level appropriately.

**Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs.**

- We are focused on providing high quality materials that meet the needs of all students. Each year, the District is monitoring achievement data and working with teachers to ensure that they have the materials needed to deliver effective instruction.
- The education conveyed to all students in our system is based on the state standards and given to students in a way where mastery is expected, and there are different means of instruction for those who are diverse learners. We have used computer programs, research based interventions, and other means of educating students to reach their fullest academic potential.

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

*This narrative is empty.*

**Middle Level**

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

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

Provide explanation for processes used to ensure Accomplishment.

**A robust supply of high quality aligned instructional materials and resources available.**

- There are items, such as a multi-copy library on site, that includes fiction and non-fiction choices for teachers and students. Also, the use of hands-on materials to teach standards has been implemented. Lastly, we utilize Board-approved curriculum that has state standards engrained in it and manipulatives and supplemental materials to foster student skill mastery.

**Accessibility for students and teachers is effective and efficient.**

- All students are able to access the regular education curriculum in all environments. There are materials available for those who need extra support and an RTII (Response to Intervention and Instruction) model for students who need a safety net to achieve success.

**Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills.**

- The academic standards are the main focus of all materials and curriculum used in the District. The curricula are scaffolded to ensure that there is coherence as one grade level feeds into the next grade level appropriately.

**Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs.**

- We are focused on providing high quality materials that meet the needs of all students. Each year, the District is monitoring achievement data and working with teachers to ensure that they have the materials needed to deliver effective instruction.
- The education conveyed to all students in our system is based on the state standards and given to students in a way where mastery is expected and there are different means of instruction for those who are diverse learners. We have used computer programs, research based interventions, and other means of educating students to reach their fullest academic potential.

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

*This narrative is empty.*

### High School Level

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

Provide explanation for processes used to ensure Accomplishment.

We are focused on providing high quality materials that meet the needs of all students. Each year, the District is monitoring achievement data and working with teachers to ensure that they have the materials needed to deliver effective instruction.

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

*This narrative is empty.*

### SAS Incorporation

#### Elementary Education-Primary Level

Standards	Status
Arts and Humanities	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	Full

	Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

Our curriculum at the elementary level does not include formal instruction in Economics and Family and Consumer Science.

#### **Elementary Education-Intermediate Level**

<b>Standards</b>	<b>Status</b>
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	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

*This narrative is empty.*

### **Middle Level**

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

	50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

### High School Level

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

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

Further explanation for columns selected "

*This narrative is empty.*

### ***Early Warning System***

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

*Not answered*

### **Professional Education**

#### ***Characteristics***

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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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.

While the Professional Development session offerings will vary based on the individual building needs, our District plans for well thought out, purposeful staff development sessions that are geared toward providing timely information that will enhance the skills of our instructional staff members in a concerted effort to increase our overall student achievement levels. In planning this we frequently look to lead teachers to work beside our administrators.

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

*This narrative is empty.*

### ***Educator Discipline Act 126, 71***

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

<b>Questions</b>
The LEA has conducted the required training on:
8/22/2013
The LEA plans to conduct the required training on approximately:
8/22/2016 On line as new staff are hired

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.

<b>Questions</b>
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The LEA has conducted the training on:
2/12/2016 3 hours of training for all Grades 5-12 staff
The LEA plans to conduct the training on approximately:
8/21/2017 On line training one hour per year moving forward

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

Questions
Not Applicable for our school entity

### *Strategies Ensuring Fidelity*

#### *Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

#### *Unchecked answers*

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Survey Monkey has become a popular tool to solicit feedback from staff, students, and parents, depending on the topic. We use needs assessments more frequently in the areas of literacy and school safety, but the concept is equally powerful in all courses. Our student data is unique in helping us to identify instructional needs in classrooms and buildings, as well as making trends known K-12. Administrators are in attendance at all staff

development events and are often key presenters, sharing information and the resulting expectations. Administrators follow the District Professional Development Plan in reviewing and approving individual plans, conducting formal and informal observations, and completing all evaluation processes.

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

Through the Comprehensive Planning process, specific needs have been identified and will be included in the revisions to our Professional Education Plan, which will replace our current Professional Development Plan and will incorporate the Pennsylvania Department of Education new teacher evaluation components. Our District will also be utilizing Oasys to manage our evaluation components, and our administrators are currently engaged in that professional development component. We are excited that through the Oasys process we will have a better tool to validate the effectiveness of what we do to truly impact teaching practices and student learning.

### *Induction Program*

#### *Checked answers*

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

*Unchecked answers**None.*

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

Our District provides new teachers with three full days of the required Induction; an assigned mentor for the year; a monthly checklist of activities to be completed and discussed; four evening New Teacher Training meetings, which are required for the first three years of employment in our District; and an induction survey that is completed before the Induction certificate is awarded. We are very confident that our Induction program is meeting the needs of new teachers and preparing them for successful careers.

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

While not an indicated area of need, we are occasionally unable to secure an appropriate mentor at the same grade or subject level for all new hires. When this occurs, we try to be creative to make the strongest connections to support the new teacher.

*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.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- Monthly Checklist of Activities



*Unchecked answers*

- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.

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

Supervisors and principals must observe in inductee classrooms more frequently. Meetings with coaches and/or department supervisors are already organized and held on a regular basis. The purpose of these meetings is to discuss lesson planning, assessment data, and research based instructional strategies.

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

We do not require our mentor teachers to do frequent observations of their inductee, although we do encourage these kinds of peer observations. While there are no specific written reports or portfolios required through our Induction program, we do require the completion of a monthly checklist, which covers much of the same.

***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 and inductees must have compatible schedules so that they can meet regularly.
- Mentors must have a solid understanding of LFS lesson planning and strategies.

*Unchecked answers*

- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).

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

Mentors are selected based on their own success in the classroom, similar certifications, and teaching assignments. Selected individuals have demonstrated a commitment to the teaching profession and life-long learning. Mentors must have a positive standing in the District with satisfactory observations and evaluations. These individuals are leaders in their schools, teachers who are exemplifying competency in all levels.

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

Our current mentor training provides an overview of what they should accomplish during the year. As we revise our more detailed District Professional Development Plan, we will enhance this section with more specific guidance for selected mentors.

### *Induction Program Timeline*

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

If necessary, provide further explanation.

We have a thorough monthly checklist that inductees must follow and complete through the course of their first year.

### *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

- Our Induction program begins with three full days in August before the first Professional Development day. On these three days, inductees are introduced to key District staff and provided overviews to the induction requirements, including the monthly checklist and new teacher training requirements and the Professional Code of Conduct. Other presentations are provided by the Business Services office, Student Support Services Department, Community Relations Coordinator, Health Services Department, Library/Media Services Supervisor, and a tour of the District facilities.
- Information is also presented on the first days of school, professional practice and evaluation, and teacher certification. Time is allotted for inductees to meet with their mentor and building principal to review expectations. District Technology is defined through our AUP, Sapphire, AESOP, My Learning Plan, SAS, and quick introductions to available IT products and services. The Education Association President takes time to

review the negotiated teacher contract and Association dues. A history of Learning Focused Schools is shared along with the EATS lesson planning process.

- Attendance at the first three days is required, and the Induction certificate is not awarded until this is completed. During the year, the inductee and his/her mentor and building principal(s) complete the monthly checklists and document additional activities completed, including classroom observations, participation in school events and activities, and personal reflections. Principals and/or supervisors complete a minimum of four formal observations annually for the first three years. Two evaluations are also completed by the building principal, following PDE requirements. Informal observations and classroom walk-throughs occur more frequently during these first three years as well. Our negotiated contract also allows for four new teacher training sessions each year for the first three years of teaching in our District.
- At the conclusion of the first year, inductees meet with the assistant superintendent to submit their paperwork, including an evaluation of the Induction program. Annual changes to the Induction program are made based on the information from these surveys. While this Comprehensive Planning process will allow us to evaluate our entire professional development activities, the Induction program is one that we are proud of and feel confident that it is meeting the needs of our newly hired teachers.

### ***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: **754**

### *Identification Method*

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

The Ephrata Area School District uses a combined approach of the discrepancy model and response-to-intervention (RTI) model for the identification of students with a Specific Learning Disability (SLD). Specifically, the process involves several steps. First, a student is to receive a research-based intervention or strategy in the area of academic difficulty with the intensity and duration to be determined by Pennsylvania RTI recommendations. For example, if a student is thought to have difficulty with reading fluency (as defined by not achieving adequately on state approved grade level standards) and 80% of the same grade general education students do not have this problem, then the student is to receive Tier II, an additional 20-30 minutes of evidence-based intervention 4x/week. If after 8-10 weeks or more the student does not make the intended rate of improvement, then the student is to receive Tier III, an additional 20-30 minutes of evidence-based intervention 4x/week. Meanwhile, the student is discussed in Child Study to assure that other SLD exclusionary factors (i.e. absenteeism, vision, motor, culture, poor motivation, speech/language, environment, Mental Retardation, Emotional Disturbance, etc.) are not significantly impacting the student's academic performance. If the student does respond, then the student is maintained with that level of service and monitored. Should the student not respond to these interventions, the student is then referred for an evaluation. Today we are starting the process of using (MTSS) or Multi-Tier System of Supports. This enhanced system allows us to use everything we have learned from Rti and Rtii and extend it so that every students' data is discussed by teams of teachers so that we can "together" look at what works best for some students and apply it to others. Our hopes are that through constant communication at each grade level, we give all students the very best and after trying many targeted interventions we then look again at the individual student to see what needs still exist. If indeed they do exist, the student is sent on to the next level which may include an evaluation. This is discussed in detail with parents who have been on the team since the beginning.

The evaluation includes a number of steps. The psychologist or guidance counselor will conduct a classroom observation. The psychologist collects and reviews existing data (e.g. parent input, current district assessments, current state assessments, teacher input, nurse reports, intervention data and school records). The psychologist conducts a cognitive and achievement assessment to determine the pattern of strengths and weaknesses relative to intellectual ability. The psychologist will then look for a significant discrepancy between intellectual ability and achievement relative to age/grade. The psychologist may collect behavior rating scales on a continuum based on any behavioral (e.g. anxiety, depression, self-image, lack of focus, motivation, organization, etc.) factor that may be adversely impacting educational performance or that may provide added insight for more specific

recommendations. Lastly, the psychologist writes an evaluation report that takes into account all collected data and Chapter 14 guidelines.

### *Enrollment*

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

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

The staff of the Ephrata Area School District take pride in their ability to build a system in which each student is treated as an individual, regardless of race, gender, or individual differences. Students are identified into programs as their needs qualify them, whether the programs are for learning supports or gifted. Students may have specific needs for behavioral interventions or support. Recent PennData information suggests the District identifies students proportionally to the District makeup. When looking at the state averages, there are two District areas that are not proportional to state averages. These two areas are in Speech and Language and Other Health Impaired (OHI). The District has been looking closely at Speech and Language for several years. The District had much higher rates in the past but has done the following to reduce this number:

1. Hired additional speech and language pathologists and met as a department to look at this disparity
2. Held department meetings monthly to discuss current trends and ideas to meet the needs of our population and dismiss students at a quicker rate when goals are mastered
3. Held a meeting once every six weeks between each therapist and the Coordinator of Student Support Services to discuss caseload and needs

In the future, the following will occur to further address speech and language and lowering disproportion:

1. The District will be hiring an additional .5 speech therapist in an effort to intervene earlier, which can support returning students to general education sooner.
2. The Speech and Language department is designing interventions for Kindergarten through Grade 2 to support students who may not yet be in need of speech and language services but are in need of some type of intervention before time and natural progression make things worse.
3. The District therapists will each be spending a day visiting other districts that have been very successful at intervening early and dismissing students soon to identify changes that can be made in the Ephrata Area School District.

4. The speech therapist team will meet for three days next summer to discuss how to meet students' needs more efficiently.

In terms of students who are identified with Other Health Impairments, the District has determined that there are many things the District wants to accomplish to bring this number down:

1. The District wants to consider the students who are determined to be on the spectrum and ensure they are identified as such instead of OHI. In the past, parents were much more willing to accept OHI as a label rather than autism, but education in this area has allowed the word "autism" to be much more accepted.
2. The District would like to consider students with the OHI label and ensure that these students do not require a 504 Plan instead of an Individualized Education Plan (IEP). The District has determined that often after individualized instruction in social areas has been given, the IEP no longer needs to be in place, but a 504 Plan would address the student's needs.
3. Some students who are determined to be in need of special education with OHI are students with ADHD or ADD; the District is looking more closely at this and making sure those who are identifying the students are looking closely at needs and considering all options.
4. To help with planning for the future, District staff met in the summer of 2016 to look at each OHI student to see how the student was determined to be OHI and what the current needs are.
5. Another growing population are students who are identified with needing services for autism. This has increased each of the past five years. The District is investigating this need and programming to ensure all students receive the needed support while providing professional development to teachers to work with students who may be on the spectrum.

The District feels within the next several years the OHI, Speech and Language, and autism rates within the District will be deemed proportional to the state. The District is committed to ensuring each student receives what he or she needs to succeed and looking at all possible ways to achieve this.

### *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?

Currently Ephrata Area School District does not have any placements within its school area that provide for 1306 students. If by chance, in the future this were to happen we would take a very active role in making sure each child received the education they needed to succeed. Depending on how the 1306 situation were set-up, Ephrata would assist in numerous ways such as

- work with IU#13 to provide teachers and resources
  - serve as LEA and work with student's school district to keep them informed to progress, credits, IEP, RRs, ERs (all paperwork)
  - when students return to their home districts, Ephrata would help make a successful transition by sharing information and making suggestions
  - when the state needed information such as for social security, we would be able to assist in filing out the paperwork
  - if students were able, depending on the reason for the 1306; students could possibly take part in some of the social networking at the district
- Ephrata would do everything they could, also reaching out to PATTAN and the IU, to make sure these students made progress.

### *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).

The Youth Intervention Center (YIC) and the Lancaster County Prison contact Ephrata Area School District whenever a student is placed in one of the locations and is in need of services. IU#13 and the School District of Lancaster provide special education teachers and services at both facilities to deliver special education services. As LEA, the Coordinator of Student Services, the Assistant Coordinator of Student Services, or the District's Home School Visitor attend IEP meetings, reevaluations, and monitor student progress and oversight for all incarcerated students. If a student who does not fall under special education services is thought to have a disability, personnel at either facility contact Ephrata Area School District to start the process of identification. This process can be completed by either the Ephrata Area School District, the School District of Lancaster, or IU#13. If and when a new student is identified, the student would begin to receive services according to the IEP through Lancaster School District or IU#13.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.

2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Ephrata Area School District provides programs for students in the least restrictive environment (LRE). The general education classroom is the first consideration for delivery of services for all students. All students attending classes within the District are included in some level of the general education environment with appropriate supports. The following are used to ensure students with disabilities are able to be successful in the regular education environment:

- The District provides paraeducators in some of the general education environments assisting with accommodation delivery, assisting general education teachers with specific modifications delivery, and providing students with opportunities to become their own self-advocates.
- The District uses a variety of co-teaching classes or sessions which allow for several different types of instruction; instruction through additional modalities, ability to break the classroom into small units to work on specific parts of instruction, and the creation of assessments that are not only user friendly, but allows all students to demonstrate their knowledge of subject matter through different ways.
- The District provides specialized training to teachers who have not ordinarily received pre-service training in the areas of autism, emotional disturbance, and other disabilities of low incident. Specialists such as art teachers, PE teachers, Family and Consumer Science teachers, music teachers, and others have been given in house training, sent to IU#13 trainings, and PaTTAN trainings to ensure they understand as much as they can about students with disabilities (that might be in the classroom and are comfortable with giving supplementary aides and services.)
- The District continues to evaluate programming and the structures of each classroom to best meet the needs of all students in the least restrictive environment.
- Students who are in IU programs or other public or private educational settings are reviewed on a tri-annual basis to see if there are ways to meet their unique needs back in the district with supplemental aides and services. These meetings allow for all parties to assist in making transition to less restrictive environments possible.



- Ephrata has been very successful over the past several years in bringing certain populations back to the district for programming. This allows Ephrata to be a greater part of their program, have students within their district and community, and ensure all aspects of LRE.
- The Ephrata Area School District is also working with neighboring districts to provide programming for students with low incident disabilities so that their programming can be the least restrictive environment closest to their home.

#### Indicator 5 Educational Environments (ages 6-21)

Ephrata Area School District is committed to making sure all students are educated in the LRE whenever possible. This can be shown by our Indicator 5 targets over time.

In the school year 2009 to 2010, 56.7 percent of our students with disabilities were in the regular education environment more than 80 percent of the time. The following year this amount grew to 58.4%. Although we are still falling short of the state targets, we are making slow and steady progress toward the expected rates. We have however decreased our number of students in Other School Settings in 2009-2010 of 3.4% (target 3.5%) to 2.1% (target 3.3%) in 2010-11. This has occurred due to our commitment to educating our students within our district. Students who once were in other settings are now being discussed tri-yearly to see if they can be educated in a less restrictive environment. As this number decreased, the number of students inside the regular education setting less than 40% is increasing. Although we have not met targets in this area, it is considered a step towards LRE as we bring the students back from more restrictive settings.

Most recently with (data from 2014-15) Ephrata Area School District has made gains in all areas of the LRE spectrum. Current data has Ephrata students with disabilities in regular education settings less than 20% of the day at 1.9% compared to the state average of 4.8%.

This has been a major enhancement as students with severe disabilities are receiving instruction with their regular education peers to a larger degree. Students with disabilities receiving their education in the regular education setting less than 40% of the time is 10.6% compared to the state average of 9.5%, which has narrowed the gap substantially from the past and even the recent past. Ephrata has also celebrated a new high of 67.1% of students with disabilities receiving their education in the regular education setting more than 80% of the day compared to the state average of 62%. In five short years this number has increased over 10%, which is quite an accomplishment. Ephrata has also enjoyed a change in students educated outside of our district to less than 1.5% which coincides with the goal of educating our students within our district whenever possible.

Students who are placed out of district are done so in one of the following ways:

- The students have moved into our district with an "out of district placement". As a general rule we continue this placement until we know the student better and set up programming to assist him/her in movement towards less restrictive environments.
- The student has been identified as a student with special education needs and starts to receive services. As we monitor success and need, the IEP team continues to increase or change programming to assist the student to be successful. When data suggests that the

current placement is not working, we look at more restrictive settings. This is only done when the team and the parents have exhausted all possible supports. Ephrata has also found an increase in students with mental health needs that require specific programming. Movement to a more restrictive setting only occurs when the team concurs that a change is necessary to allow for the student to meet success.

The Ephrata Area School 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 to the general education curriculum in the LRE. The district is looking at a partnership with other districts and IU#13 to gain insights into more efficient programming for students with unique disabilities. Currently we are working with the Autism Toolbox with the help of IU#13 to ensure students on the spectrum are able to participate with their regular education peers by planning ahead for their programming. A leader in the field works with the Ephrata team to look at our current programming, identify possible barriers, and plan to eliminate the barriers or put programming in place to support individual child growth despite barriers. These meetings and work done by the teams that support the individual student allow for success in the LRE and help to plan for the future. The toolbox and the commitment of the family, the staff, and the leadership through the IU#13 allow for continued success on all fronts.

More recently we have partnered with PATTAN for our own classroom for students who are on the spectrum and need to have VB (Verbal Behavior) instruction as a major part of their day. These students are now getting the essential academics through oversight by PATTAN while enjoying the ability to be in their own district and schools. These teachers are programming so that inclusion is happening in so many ways (typical and reverse). Reverse inclusion occurs when typical students spend part of their day in the special education classroom to better understand and make connections with the classroom and its students. This builds a sense of community and fosters more inclusion opportunities.

We have partnered with neighboring school districts who have very successful programs for students with autism. Eastern Lancaster County School District has allowed us to program for students with greater needs on the spectrum within the local area. This has also allowed Ephrata to begin to replicate their successful system in our own schools. The addition of an itinerant autism support teacher has also allowed the Ephrata Area School District to increase the ability for students to remain in the LRE. This teacher is able to consult on individual programming, teach groups of teachers or individual teacher methods that support LRE, and teach individual students so they know what is expected and are ready to perform in the classroom.

Evidence based reading programs such as Wilson, SRA, and school wide behavior plans, such as SWEBS, allow for all students to be successful and continue providing programming in the LRE for individual students who have unique needs.

Ephrata also takes advantage of our local IU#13 for consultation for students for everything from behavior to technology suggestions. The IU#13 has highly skilled individuals who partner with us to make sure we know the latest in the research fields, the newest

strategies, and newest technology to make sure each student has the opportunity to be educated in the LRE.

The Ephrata Area School District is consistently looking for ways to improve LRE numbers by looking at each individual student, examining their program, and deciding what is needed to make sure the student has all opportunities possible to receive meaningful instruction in general education classes with their typical peers.

### *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.

School Board policy 113.2 outlines all required components of the Ephrata Area School District (EASD) Behavior Support Plans (BSP).

The EASD believes that restraints should be utilized as a measure of last resort and after the use of less restrictive measures including de-escalation techniques. EASD Policy includes the requirement for the LEA to train or retrain staff as needed to implement BSP strategies, methods and techniques. This policy has been supported through the training of Staff through IU-13 (K-12), Covey's 7 Habit's training (5-8), and CPI Non-violent Crisis Prevention (K-12). The district has 3 certified trainers in CPI (trained in general CPI and CPI- autism strand) and plans to increase this by 2 trainers by the 2016-17 school year. Specific teams of teachers receive CPI training together to better meet the needs of their particular population. The district uses PBSP as the primary method of addressing behaviors as evidenced by staff knowledge and practices.

The district also has the outside agencies that provide individual counseling to students whose needs require additional support (TWPonessa) as well as other agencies who provide specific instructional groups such as sharing and caring, social skills, coping skills, friendship skills, and refusal skills. School psychologists are available to complete Functional Behavioral Assessments (FBA) to assist teachers and staff with creating positive behavior support plans. Additionally the district has employed 3 full-time social workers who work with families to connect them to additional supports within the county when needed.

EASD reports all restraints. Any restraint that results in injury is reported within three days of incident as required by law. If a restraint is used, the Coordinator of Student Support Services or designee notifies the parent/guardian as soon as possible of the use of restraint to control the aggressive behavior and the IEP team will convene within 10 school days. Parents have the ability to waive the meeting and do so by written documentation. Parents are given notice when a restraint is used and, unless waived in writing; a meeting takes place within 10 school days.

PBSP plans are part of any student's IEP where his/her behaviors impact the learning of self

or others. Students who have the use of restraints in their IEPs have documented in their BSP plans and/or IEP how the restraint will be used in conjunction with the teaching of socially acceptable alternative skills. Students' IEPs that include the use of restraints explain how restraints will be used only with specific component elements of BSP, in conjunction with the teaching of socially acceptable alternative skills.

Employee trainings in CPI have been held throughout the past two years and will be continued to be available throughout the upcoming years. All IU#13 staff responsible for EASD students are trained in Non-violent Crisis Intervention techniques. Over thirty-nine percent of district staff have been trained in CPI Non-Violent Crisis Intervention with an increase each year. In situations where students have restraints in their IEPs, a plan for eliminating them from use is outlined in their IEPs and/or BSP plan.

Prone restraints are prohibited and never used as documented in Policy 113.2. Current trainings are being held to revisit board policy concerning the referral to law enforcement and the appropriate measures taken to ensure the student's needs are being addressed appropriately. When a student is referred to law enforcement, an IEP meeting is held, a Functional Behavioral Assessment is updated or developed, and a BSP plan is developed/revised by the team. Specific staff at each school are deemed necessary to take additional training classes through IU#13 or PATTAN to assist EASD with development of behavior plans both school-wide and individually.

Additionally, Ephrata has decided to hire an additional Itinerant Autistic Support Teacher and a Behavior Specialist for the 2016-17 school year. This will allow the district to further support students with individual needs for direct instruction, creation of new PBSP, or training for teachers who help program for students who have behaviors that may affect their learning. The district also has a partnership with TW Ponessa a school-based behavior health service which allows students to receive additional mental health services during school time. Parents are in support of this idea due to their own limitations of transportation and time. We have enjoyed this partnership and have seen an improvement in many students. We also contract with TW Ponessa to give group counseling to a select group of individuals who require more direct instruction on a larger scale.

### *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.

Ephrata Area School District is currently able to provide FAPE for almost all students with disabilities. When a situation arises where further or less services may be needed for a

student, the district convenes a team. The team often includes advocates, agency personnel, social workers, and all required team members to the process. If an alternative placement is considered, the team will involve the possible placement in the process. Members of the team and the parents will visit the placement. The district also collaborates with the IU#13 and other neighboring districts and agencies to provide FAPE for all students with disabilities.

During this plan (the next 3 years) Ephrata is hoping to expand its continuum of services by creating an emotional support classroom for students in grades 5-6 at our Intermediate School. Which occurred during the 2016-17 school year. Another area to explore in the next 3 years would be expanding life skills services by creating a life skills classroom for 5th and 6th grade (possible year 2018-19). This will be determined in the near future.

### *Strengths and Highlights*

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

The Ephrata Area School District works in conjunction with Lancaster-Lebanon Intermediate Unit #13 and neighboring educational partners to provide services for students with disabilities to meet every child's unique educational needs.

Recently the District has done the following to enhance programming:

1. Created a new program called Project Build a Better Future (PBaBF). This program is for students who have IEPs and are in one of their final years of school. The main purpose of this program is to provide every opportunity to the student to prepare him or her for the real world. The District goal is to ensure their last day before graduation is no different than their first day of post-graduation. This means something different to each student, and that is what the program is all about. The program takes place at a location that is part of our high school but a mile away in a separate building. This gives the students the sense of moving to adulthood. The program focuses on what instruction the students need, such as cooking, cleaning, shopping, making appointments, coordinating transportation, connecting to agencies, applying for waivers, and applying for jobs (supportive, supported, or competitive). The program has been endorsed by the community, and many students are well on their way to being independent, which might not have been the case in prior years.
2. Completed its continuum of classes from Kindergarten through Grade 12 in 2016-2017 to assist students who have behaviors that interfere with their education. This gives the District the ability to work closely with students and their parents throughout the students' entire career. District staff are working to enhance the continuum of services in several areas.
3. Began planning to establish an Emotional Support program for students in grades five and six. Staff believe if students can be served within the District their needs and their

parents' needs can be better met. The District is working to ensure the District team has received adequate training to support these students and this program.

4. Began planning to complete the continuum in the 2017-18 school year for students who need support with life skills. This will better allow District staff to provide programming which will provide additional least restrictive environment (LRE) opportunities and allow students to remain within the District with their peers.
5. Began work to place interventions in Kindergarten and Grade 1 for speech articulation and basic occupational needs, such as how to grip a pencil and write legibly. The District has also been building capacity in early grades by giving interventions in speech and language so that students who require only extra attention can receive it immediately instead of waiting until there is a large gap. These new services have decreased the percentage of students with speech and language from over 23 percent to 19.1 percent.
6. Began enhancing its itinerant autistic teacher support due to the growing number of students who are deemed on the autism spectrum to meet the need to teach direct lessons in social skills, behavioral strategies, and individual body awareness. The District has committed to doubling its teaching force in this area and will continue to monitor statistics to see how and when the District must respond to this with additional supports. The District has created a new teaching position to give itinerant support in direct teaching or supporting teachers to better support students on the spectrum.
7. Joined the Autism PaTTAN Initiative in 2016-2017. The team visits and rates the Ephrata Area School District elementary program, makes suggestions, and follows District students' progress. This partnership allows the program to become elevated in programming, knowledge of process, and the ability to train staff to meet the needs of this population.
8. Continues to work on executive functioning curriculum in grades 5-8. The goal is to directly instruct students who have an executive skills deficit to help them learn the appropriate skills needed to be successful in high school and post high school.
9. Has committed to sending a team to the transition conference at Penn State University in the summer of 2018. This conference will allow the District to obtain information about the newest ways to meet student needs in the area of transition. While at the conference, teams will be working to create additional options in the area of transition and create training for teachers who do not attend the conference.
10. Continues to be committed to ensuring each student with a disability has a complete and successful transition plan. These plans ensure the best possible options for after graduation, such as competitive jobs, college, trade schools, part-time jobs, and even sheltered workshops. Each student partners with his or her parents to plan for the future with District staff, including job trainers, to ensure each student sees and reaches his or her fullest potential.

### **Training for Staff, Faculty, and Parents:**

The Ephrata Area School District is committed to ensuring each staff member receives consistent and on-going training to meet the needs of an ever-changing population. Each year a group, which consists of staff, administrators, and parents, determines needed training for future years. The group also determines whether the training is needed immediately, in the future, or on-going. The following occurs on an annual basis:

- Training on all types of disabilities (autism, behavior disturbances, learning disabilities, and visual and hearing delays) -- These trainings occur annually and as needed for specific targets, such as at faculty and/or PTA meetings.
- Twice-a-year events are held after school hours for any parents in the county who have an interest in learning more about students with gifted needs. These workshops occur within the District. Other gifted opportunities are available for students in the gifted program and their parents both inside and outside of the county.
- The District has several in-house specialists who can provide trainings and certifications in areas such as Crisis Prevention Institute (CPI), which gives participants the ability to de-escalate children verbally before anything physical is warranted; Level 1 Wilson Specialists who are able to provide precise language instruction to meet the needs of individual students and assist other teachers with implementation of reading programs; CPR and first aid; and specialized workshops to allow paraprofessionals to gain certification from the state.
- A group for people who are involved with students within the spectrum began meeting in the 2016-17 school year and will expand further each year. This group will provide a forum for parents to provide support, advice, and information for each other. A District building will host the group.
- Specific trainings in the area of transition and autism are available for parents, staff, and students through PaTTAN workshops. The District encourages parents to attend these sessions at Penn State University over the summer. The District also sends a team of teachers to each conference as often as possible. When the teams return, they complete plans, which help to enhance the services within the District.
- The District job trainers are continually creating trainings for parents, students, and staff. These topics of these training are determined by the use of surveys and discussions with parents at IEP meetings.

# Assurances

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## 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
Devereux Cares	Special Education Centers	Autistic Support	1
Kid's Peace	Other	Mental Health	0
Guadenzia	Other	Drug and Alcohol	0
River Rock	Special Education Centers	Emotional Support	2
Manos House	Other	D and A	1
Concern Treatment for Unity for Boys	Other	D & A' and Emotional Support	1

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* February 13, 2015

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	25	0.5
Locations:				
Akron Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	10	0.5
Locations:				
Akron 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:* February 5, 2015

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 10	15	0.3
Justification: Teacher serves students in the school with a greater age span, but there is never a class that has students in it that have more than a 3 year age span.				
Locations:				
Clay Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 10	14	0.7
Justification: The teacher never has students in a class that are greater than 3 years age difference.				
Locations:				
Clay Elementary	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:* ClassandPosition

*Implementation Date:* September 1, 2014

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	6 to 10	6	0.75
Justification: Age waiver in the IEPs of students who are outside the 3 year rule. Parents have been notified. Students are of like needs.				
Locations:				
Clay Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 10	1	0.14
Justification: Age waivers are in the IEPs and parents have been notified. Students that are learning together have the same general needs.				
Locations:				
Clay Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 10	1	0.1
Justification: Students have age waivers in their IEP. Parents have been notified and students in class together have like needs.				
Locations:				
Clay Elementary	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:* September 2, 2014

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	65	1
Justification: Students are given therapy individually or in a group. There is no group that has an age range higher than 2 years.				
Locations:				
Clay Elementary	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:* ClassandPosition

*Implementation Date:* February 2, 2015

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	25	0.5
Locations:				
Highland Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	10	0.5
Locations:				
Highland 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:* Class*Implementation Date:* August 28, 2017*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	6 to 9	8	0.67
Locations:				
Highland Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 9	5	0.25
Locations:				
Highland Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 9	4	0.08
Locations:				
Highland	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #7 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 2, 2014*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	5 to 7	18	0.92
Locations:				
Fulton Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	1	0.08

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

**Program Position #8***Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	20	1
Locations:				
Fulton Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* December 2, 2014*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	30	0.8
Locations:				
Fulton Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	4	0.2
Locations:				
Fulton Elementary	An Elementary 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:* September 4, 2014*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	5 to 10	65	1

	Support			
Justification: Speech therapy is held in individual sessions or group sessions. No groups have higher than a two year age span.				
Locations:				
Fulton Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #11 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* September 11, 2017

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 10	45	0.7
Justification: Speech Therapy is given to individuals or groups. Groups therapy is never given to a group that has an age span of more than 2 years.				
Locations:				
Akron Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	9	0.15
Locations:				
Clay Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	17 to 20	9	0.15
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #12 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* September 3, 2014

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	40	1
Locations:				
Ephrata Intermediate School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #13***Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	24	0.8
Locations:				
Ephrata Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	4	0.2
Locations:				
Ephrata Intermediate School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	20	1
Locations:				
Ephrata Intermediate School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #15 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 5, 2014*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	2	0.05
Locations:				
Ephrata Intermediate School	A Middle School Building	A building in which General Education programs are operated		



Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	12	0.6
Locations:				
Ephrata Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	10 to 13	4	0.35
Locations:				
Ephrata Intermediate School	A Middle School Building	A building in which General Education programs are operated		

### Program Position #16

*Operator:* School District

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 13	65	1
Locations:				
Ephrata Intermediate 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:* ClassandPosition

*Implementation Date:* September 3, 2014

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 15	6	1
Locations:				
Ephrata Middle School	A Middle School Building	A building in which General Education programs are operated		

### Program Position #18 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* December 1, 2015

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	12 to 14	5	0.4
Locations:				
Ephrata Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	4	0.2
Locations:				
Ephrata 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	12 to 14	6	0.2
Locations:				
Ephrata Middle School	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #19

*Operator:* School District

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	22	0.8
Locations:				
Ephrata Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	4	0.2
Locations:				
Ephrata Middle School	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #20 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* September 4, 2014

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	30	1
Locations:				

Ephrata Middle School	A Middle School Building	A building in which General Education programs are operated		
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**Program Position #21 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 3, 2014

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	1	0.2
Locations:				
Ephrata Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	10	0.8
Locations:				
Ephrata Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #22 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 28, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	25	0.8
Locations:				
Ephrata High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 20	2	0.2
Locations:				
Ephrata High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #23 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition

*Implementation Date:* August 28, 2014

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 17	10	0.3
Justification: Speech therapy is given in individual sessions or in groups; groups have no more than 3 years grade span.				
Locations:				
Ephrata 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	Speech and Language Support	5 to 10	40	0.7
Justification: Speech is given in small groups and students are never in groups that are out of the age range.				
Locations:				
Highland Elementary	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #24 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* September 2, 2014

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	25	1
Locations:				
Ephrata Middle School	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #25 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 26, 2014

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

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	25	1
Locations:				

Ephrata High School	A Senior High School Building	A building in which General Education programs are operated		
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**Program Position #26***Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	28	0.8
Locations:				
Ephrata High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	4	0.2
Locations:				
Ephrata High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #27 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 28, 2014*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	2	0.15
Locations:				
Ephrata High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	17	0.85
Locations:				
Ephrata High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #28 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 28, 2014*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	18	0.7
Locations:				
Ephrata High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.3
Locations:				
Ephrata High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #29 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* September 3, 2014

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 18	20	1
Locations:				
Ephrata Senior High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #30 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* September 4, 2014

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 20	3	0.15
Justification: Life skill students are able to attend until they are aged out of program which is 21, thus a few students who are 20 are in our transition classes; and have age waivers within the IEP and NOREP				
Locations:				
Ephrata 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 20	1	0.05

Justification: Age waiver is signed by parents and they understand some transition classes bring together students with life skills who have the same needs and have age waivers within the IEP and NOREP.				
Locations:				
Ephrata High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 20	12	0.8
Justification: Age waivers are signed and parents understand that some student are together for certain transition classes who need life skills support and have age waivers within the IEP and NOREP.				
Locations:				
Ephrata High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #31***Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 18	8	0.5
Locations:				
Ephrata High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	16 to 18	4	0.34
Locations:				
Ephrata Senior 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	16 to 18	2	0.16
Locations:				
Ephrata Senior High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #32***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Deaf and Hearing Impaired Support	6 to 8	8	1
Locations:				
Akron Elementary Building	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #33 - Proposed Program***Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* November 17, 2014

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	6 to 10	12	1
Justification: Students have age waivers in their IEP and parents understand the need for this programming due to the specific needs of each student.				
Locations:				
Clay Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #34 - Proposed Program**

*Operator:* Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* October 1, 2014

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 18	12	1
Locations:				
Ephrata High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #35 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* August 28, 2014

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	20	0.5
Locations:				
Ephrata High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	2	0.5
Locations:				
Ephrata High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #36***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 13	32	0.5
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #37***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 18	2	0.2
Locations:				
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	Deaf and Hearing Impaired Support	11 to 13	2	0.2
Locations:				
Middle School and EIS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 8	2	0.2
Locations:				
Akron Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #38 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* October 15, 2015*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 8	2	0.25
Locations:				
Akron Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 8	2	0.17
Locations:				
Highland	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	6 to 8	2	0.17
Locations:				
Fulton	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	10 to 12	2	0.17
Locations:				
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	14 to 17	2	0.17
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #39 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* September 2, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	8	0.4
Locations:				
Clay Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	5	0.1
Locations:				
Clay Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #40 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* August 24, 2015

*Justification:* Compliance for classroom location was marked as inappropriate.

*Explain any unchecked boxes for facilities questions:* This classroom is a new class that is designed for student 18-21 years old. It is located at our off-campus building that holds two different classroom types. One is this life skills classroom for transition purposes and the other classroom is general education students who receive instruction through a combination of computer based and teacher based delivery.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	18 to 21	20	1
Locations:				
Ephrata High School at Washington	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #41 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* August 28, 2017

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 12	12	0.63
Locations:				
Ephrata Intermediate School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #42 - Proposed Program**

*Operator:* Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* November 1, 2015

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

*Explain any unchecked boxes for facilities questions:* This is a regular education classroom that is a general education K classroom

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	4 to 5	1	0.1
Locations:				
Fulton Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Special Education Support Services

Support Service	Location	Teacher FTE
Coordinator of Student Services	District Wide	1
Assistant Coordinator of Student Services	District Wide	1
Home School Visitor	Elementary Schools	1
Home School Visitor	Middle School	1
Home School Visitor	High School	1
School Psychologists	Highland Elementary	0.5
School Psychologist	EIS	0.5
School Psychologist	Akron Elementary and Fulton Elementary	1
School Psychologist	High School and Middle School	1
School Psychologist	Clay	0.5
Paraprofessional	Clay	8.19
Paraprofessional	Fulton	8.56
Paraprofessional	Ephrata Intermediate/Middle School	17.25
Paraprofessional	Ephrata High School	13
Paraprofessional	Highland Elementary	2.88
Paraprofessional	Akron	1.31
Special Education Consultant	District Wide	0.5
Supervisor of Special Education	District Wide	1
Behavior Specialist	District Wide	1
Itinerant Autistic Support	District Wide	1

## Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Group Therapists	Outside Contractor	6 Hours
OT per Austills	Outside Contractor	17.38 Hours
OT per Austills	Outside Contractor	23 Hours
OT per Austills	Outside Contractor	22.5 Hours
OT per Austills	Outside Contractor	19.5 Hours
PT per Austills	Outside Contractor	12.66 Hours
PT per Austills	Outside Contractor	5.32 Hours
Teacher of the Deaf and Hard of Hearing	Intermediate Unit	2 Days
Teacher of the Blind and Visually Impaired	Intermediate Unit	0.5 Days
Orientation and Mobility Specialists	Intermediate Unit	1 Days
Job Trainer	Intermediate Unit	5 Days
Job Trainer	Intermediate Unit	3 Days
Job Trainer	Intermediate Unit	5 Days
Itinerant Autistic Support Teacher	Intermediate Unit	6 Days
Itinerant Deaf and Hard of Hearing Support Teacher	Outside Contractor	2 Hours

# Needs Assessment

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## 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 seen that, although our school-based data is above the state averages, there are areas that we focused on to improve our student experience academically and extra-curricular wise. In order to make data driven decisions for the duration of this plan, we need the most up-to-date data. This is needed to use prescriptive techniques for data driven decision making.

## District Accomplishments

### Accomplishment #1:

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Our growth as a district has been clearly documented on 2014-2015 PVAAS data.

### Accomplishment #2:

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We have exceeded the State average in achievement as demonstrated on the PSSA in all but one subject across all grade levels.

## District Concerns

### Concern #1:

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Establish a system within the school that fully ensures each member of the school community promotes, enhances, and sustains a shared vision of positive school climate.

### Concern #2:

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Establish a system within the school that fully ensures school staff members monitor student participation in the learning process and respond with more personalized instruction based on the needs of students as reflected by student achievement data.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #0*) Establish a district system that fully ensures the school partners with families and the community to sustain a positive school climate in which students engage in the learning process.

**Aligned Concerns:**

Establish a system within the school that fully ensures each member of the school community promotes, enhances, and sustains a shared vision of positive school climate.

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Establish a system within the school that fully ensures school staff members monitor student participation in the learning process and respond with more personalized instruction based on the needs of students as reflected by student achievement data.

**Systemic Challenge #2** (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Aligned Concerns:**

Establish a system within the school that fully ensures school staff members monitor student participation in the learning process and respond with more personalized instruction based on the needs of students as reflected by student achievement data.

# District Level Plan

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## Action Plans

**Goal #1:** Establish a district system that fully ensures the school partners with families and the community to sustain a positive school climate in which students engage in the learning process.

### 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: Parent and community surveys along with graduation rates and student performance on local, state and national assessments.

Specific Targets: Overall positive feedback from the survey and scoring in the 90 percent range on performance, growth, and graduation rate.

### Strategies:

#### *Family Literacy Activities*

**Description:** Family Literacy Activities include those activities where parent involvement in literacy acquisition is narrowly defined to include parent-child activities that focus on reading. A meta-analysis of 14 intervention studies indicates that family literacy activities have a high effect size on reading skill acquisition in grades K-3. (Sources: [http://lincs.ed.gov/publications/pdf/lit\\_interventions.pdf](http://lincs.ed.gov/publications/pdf/lit_interventions.pdf), <http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy/promoting-family-literacy-raising-ready-readers>, <http://www.readwritethink.org/classroom-resources/calendar-activities/celebrate-national-family-literacy-20681.html>, [http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_Shared\\_Book\\_092806.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Shared_Book_092806.pdf))

**SAS Alignment:** Instruction

#### *Substantial Professional Development*



**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: [http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf))  
Resource:  
<http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Instruction

### *Emphasize parent and staff participation in community-school events*

**Description:**

For Ephrata Area School District to remain a successful system for students, it is pertinent that the District make an effort to ensure a solid connection with parents and the community of the school district.

Some examples of how to accomplish this are:

- Family Literacy Activities will be conducted three times a year at the primary level for students in each elementary school.
- Ephrata High School staff will conduct Information Nights regarding higher education, financial aid for higher education, course selection for incoming 9th grade students, etc.
- Each school will conduct an Open House in the first quarter of the school year and include training sessions for parents when necessary (i.e. Parent Portal training)
- Parent/Teacher conferences will be conducted in Kindergarten through Grade 8 and upon request of parents or professional staff.
- Kindergarten student/parent orientation sessions will be held.
- The District will connect with area preschool programs and parents to help prepare incoming kindergartners with workshops and activities.
- Middle/Intermediate School Parent Open Forums will be held to review upcoming events, share data with parents, and review building and District policies.

**SAS Alignment:** Safe and Supportive Schools

### *Continued Improvement of Instructional Practices*

**Description:**

As a District that continues to strive to improve student performance and the art and science of teaching, it is essential that we do not waiver or accept the status quo in the realm of improving instructional practice in Kindergarten through Grade 12 and every subject. We will continue to identify professional development opportunities that will have a positive impact on student achievement and emotional well-being.

**SAS Alignment:** Assessment, Curriculum Framework, Instruction

### *Improve a preventive system to increase student attendance*

**Description:**

Student attendance is one of the most important factors in student academic and social success. It is imperative that students come to school, and it is the duty of the District to ensure a solid system is in place to assist parents and students at all levels in attending school in accordance with compulsory education.

**SAS Alignment:** None selected

### ***Implementation Steps:***

#### *Early Literacy Initiatives*

**Description:**

These activities are geared toward improving the reading skills of all students in the District through targeted programs and initiatives.

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

**Program Area(s):**

**Supported Strategies:**

- Family Literacy Activities
- Substantial Professional Development

#### *Secondary Team Training*

**Description:**

Provide middle and high school team members with training to target at-risk students throughout the school system and set up opportunities for instructional engagement and student success. (Professional Development in Instructional Engagement and the use of Depth of Knowledge)

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

**Program Area(s):**

**Supported Strategies:**

- Substantial Professional Development
- Emphasize parent and staff participation in community-school events

### *Improve parent access to online information*

**Description:**

- Develop a format for test score reporting to parents/guardians with explanations (i.e. PSSAs and Pennsylvania Keystone Exams)
- Post progress reports online (curriculum-based assessments and grade level progress).
- Post reading levels, progress monitoring data, DRA (Diagnostic Reading Assessment), and DIBELS (Dynamic Indicators of Basic Early Literacy Skills). These reports will be accessible for parents along with explanations of each piece of data.
- Use Schoology to post homework and information for teacher/student/parent connections
- Provide access to E-textbooks for student and parent use at home

**Start Date:** 7/1/2013    **End Date:** 7/1/2017

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Emphasize parent and staff participation in community-school events

### *Emphasize parent and staff participation in community-school events*

**Description:**

- Family Literacy Activities will be conducted three times a year at the primary level for students in each elementary school.
- Ephrata High School staff will conduct Information Nights regarding higher education, financial aid for higher education, course selection for incoming 9th grade students, etc.
- Each school will conduct an Open House in the first quarter of the school year and include training sessions for parents when necessary (i.e. Parent Portal training)
- Parent/Teacher conferences will be conducted in Kindergarten through Grade 8 and upon request of parents or professional staff.
- Kindergarten student/parent orientation sessions will be held.
- The District will connect with area preschool programs and parents to help prepare incoming kindergartners with workshops and activities.

**Start Date:** 7/1/2014    **End Date:** 7/1/2017

**Program Area(s):**

**Supported Strategies:**

- Emphasize parent and staff participation in community-school events

*Professional Development on teaching diverse learners in an inclusive setting*

**Description:**

1. Collaborative work with teachers and special education teachers
2. Inservice Session for related arts teachers

**Start Date:** 8/29/2016    **End Date:** 6/12/2021

**Program Area(s):** Professional Education, Special Education

**Supported Strategies:**

- Substantial Professional Development
- Continued Improvement of Instructional Practices

*Professional development in the area of language and literacy acquisition for all students*

**Description:**

1. Ongoing contact with Kindergarten Coordinator and Literacy Coordinator for coaching in the area of literacy
2. Professional development sessions in the area of differentiation
3. Ongoing teacher support during PLC and data meetings
4. Professional development sessions on kidwriting, writing workshop, text dependent analysis, and close reading

**Start Date:** 6/3/2016    **End Date:** 6/12/2021

**Program Area(s):** Professional Education

**Supported Strategies:**

- Family Literacy Activities
- Substantial Professional Development
- Continued Improvement of Instructional Practices

**Goal #2:** Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Related Challenges:**

- Establish a district system that fully ensures the school partners with families and the community to sustain a positive school climate in which students engage in the learning process.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Walk throughs and Observation Data

Specific Targets: All lessons will contain instruction that is differentiated based on the needs and/or interests of students

**Strategies:**

### *Substantial Professional Development*

**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: [http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf))  
Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Instruction

### *Continued Improvement of Instructional Practices*

**Description:**

As a District that continues to strive to improve student performance and the art and science of teaching, it is essential that we do not waiver or accept the status quo in the realm of improving instructional practice in Kindergarten through Grade 12 and every subject. We will continue to identify professional development opportunities that will have a positive impact on student achievement and emotional well-being.

**SAS Alignment:** Assessment, Curriculum Framework, Instruction

### *Standardized Tests and Curricular Success*

**Description:**

The Ephrata Area School District will use high leverage interventions and unique programs with fidelity to ensure success for students in all grades and at all levels of performance. It is critical to continue to establish a system that will focus on student success on standardized tests and within the District-approved curriculum.

**SAS Alignment:** None selected

### *Pervasive use of student data to ensure student academic growth*

**Description:**

Our professional staff will continue to use data (Standardized Test data and Local Assessment data) to focus instruction and enhance student

learning for every student to continue the focus on our District Vision Statement: "Achieving Success One Student at a Time!"

**SAS Alignment:** None selected

### *PLCs - Professional Learning Communities*

**Description:**

Richard DuFour, Barth, R. (1991). Restructuring schools: Some questions for teachers and principals. *Phi Delta Kappan*, 73(2), 123–128. Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD. Learning Forward (2014). *3 Keys to Keep Learning Communities Focused on the Learning*. (Sources: <http://effectivestrategies.wiki.caiu.org/file/view/Transforming%20Professional%20Learning.pdf/543104478/Transforming%20Professional%20Learning.pdf>, <http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%2%A2.aspx>) Resources: <http://effectivestrategies.wiki.caiu.org/Using+Data>, <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Assessment, Instruction

### ***Implementation Steps:***

#### *Intervention Strategies*

**Description:**

- MTSS model (Grades K-8)
- Academic Coaching Time (Grades 9-12) (An after-school program)
- Keystone Study Island Remediation
- Continued analysis of student failures to determine academic and intervention path for individual students.
- Star Intervention (Grades K-4) and Tutorial/ Intervention/PASS (Prescriptive Academic Success for Students) (Grades 5-8)
- Let the Learning Begin/Plant the Seed initiatives (early childhood level)
- Covey "Leader in Me" program (Grades 5-8) and SWPBS (Grades K-8)
- Career Cruising, Career Choices, and Advisory Period (Grades 7-12)
- Partnership(s) with local agencies regarding student attendance (COBYS, District Justice)

**Start Date:** 7/1/2014    **End Date:** 7/1/2021

**Program Area(s):**

**Supported Strategies:**

- Substantial Professional Development
- Pervasive use of student data to ensure student academic growth
- Continued Improvement of Instructional Practices

*Continued Improvement of Instructional Practices***Description:**

- Focus on differentiation in every content area and grade level
- Implement a *Core Six* book study and strategy in Grades 7-12
- Practice Lesson Study in Grades 5 and 6
- Practice instructional coaching (Oasys, Danielson)
- Conduct *Indicator 14* follow-up surveys
- Examine and implement online learning opportunities
- Catalog highly effective student engagement techniques and make the information easily accessible (with examples) for teacher use

**Start Date:** 7/1/2014    **End Date:** 7/1/2021

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

- Substantial Professional Development
- Pervasive use of student data to ensure student academic growth
- Continued Improvement of Instructional Practices

*Professional Development on teaching diverse learners in an inclusive setting***Description:**

1. Collaborative work with teachers and special education teachers
2. Inservice Session for related arts teachers

**Start Date:** 8/29/2016    **End Date:** 6/12/2021

**Program Area(s):** Professional Education, Special Education



**Supported Strategies:**

- Substantial Professional Development
- Continued Improvement of Instructional Practices

*Professional development in the area of language and literacy acquisition for all students*

**Description:**

1. Ongoing contact with Kindergarten Coordinator and Literacy Coordinator for coaching in the area of literacy
2. Professional development sessions in the area of differentiation
3. Ongoing teacher support during PLC and data meetings
4. Professional development sessions on kidwriting, writing workshop, text dependent analysis, and close reading

**Start Date:** 6/3/2016    **End Date:** 6/12/2021

**Program Area(s):** Professional Education

**Supported Strategies:**

- Substantial Professional Development
- Standardized Tests and Curricular Success
- Pervasive use of student data to ensure student academic growth
- Continued Improvement of Instructional Practices

*Professional Learning Communities (PLC) development*

**Description:**

Continued work on PLC development through additional PLC professional development and creating opportunities to share instructional strategies to best meet the needs of students

**Start Date:** 8/22/2016    **End Date:** 6/7/2021

**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services, Educational Technology

**Supported Strategies:**

- Continued Improvement of Instructional Practices
- PLCs - Professional Learning Communities

# Appendix: Professional Development Implementation Step Details

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**LEA Goals Addressed:** Establish a district system that fully ensures the school partners with families and the community to sustain a positive school climate in which students engage in the learning process.

**Strategy #1: Substantial Professional Development**  
**Strategy #2: Emphasize parent and staff participation in community-school events**

Start	End	Title	Description	Provider	Type	App.	
7/1/2014	6/30/2017	Secondary Team Training	Provide middle and high school team members with training to target at-risk students throughout the school system and set up opportunities for instructional engagement and student success. (Professional Development in Instructional Engagement and the use of Depth of Knowledge)	PaTTAN - HBG	PaTTAN	Yes	
		<b>Person Responsible</b> Rick Hornberger	<b>SH</b> 7.0	<b>S</b> 4	<b>EP</b> 8		

**Knowledge** Family involvement strategies for secondary schools

**Supportive Research** Family involvement levels show a strong correlation to student learning.

**Designed to Accomplish**  
 For classroom teachers, school counselors and education specialists: Empowers educators to work effectively with parents and community partners.

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

Instructs the leader in managing resources for effective results.

Series of Workshops

**Training Format**

<b>Participant Roles</b>	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex  Parents	<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Review of written reports summarizing instructional activity	

<b>LEA Goals Addressed:</b>	<p><b>Establish a district system that fully ensures the school partners with families and the community to sustain a positive school climate in which students engage in the learning process.</b></p> <p><b>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b></p>	<p><b>Strategy #1: Substantial Professional Development</b></p> <p><b>Strategy #2: Continued Improvement of Instructional Practices</b></p>
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Start	End	Title	Description					
8/29/2016	6/12/2021	Professional Development on teaching diverse learners in an inclusive setting	1. Collaborative work with teachers and special education teachers 2. Inservice Session for related arts teachers					
		<b>Person Responsible</b> Building Principals, Coordinator of Student Services, Assistant Superintendent	<b>SH</b> 6.0	<b>S</b> 1	<b>EP</b> 15	<b>Provider</b> Ephrata Area School District	<b>Type</b> School Entity	<b>App.</b> No

**Knowledge** Equips regular classroom teachers to address the needs of special needs students in their classrooms

**Supportive Research** Inclusion of students in regular education classrooms

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

LEA Whole Group Presentation

**Training Format**

<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1)
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	Principals / Asst. Principals	Elementary - Intermediate (grades 2-5)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

**LEA Goals Addressed:**

**Establish a district system that fully ensures the school partners with families and the community to sustain a positive school climate in which students engage in the learning process.**

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

**Strategy #1: Family Literacy Activities**  
**Strategy #2: Substantial Professional Development**  
**Strategy #3: Continued Improvement of Instructional Practices**

Start	End	Title	Description
6/3/2016	6/12/2021	Professional development in the area of language and literacy acquisition for all students	<ol style="list-style-type: none"> <li>1. Ongoing contact with Kindergarten Coordinator and Literacy Coordinator for coaching in the area of literacy</li> <li>2. Professional development sessions in the area of differentiation</li> <li>3. Ongoing teacher support during PLC and data meetings</li> <li>4. Professional development sessions on kidwriting, writing workshop, text</li> </ol>

dependent analysis, and close reading

<b>Person Responsible</b> Building Principals, Literacy Coordinator	<b>SH</b> 6.0	<b>S</b> 4	<b>EP</b> 25	<b>Provider</b> Ephrata Area School District	<b>Type</b> School Entity	<b>App.</b> No
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**Knowledge** Instructional Practice in the area of literacy

**Supportive Research** Emphasis on data driven instructional decision making and small group differentiated instruction

**Designed to Accomplish**

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

**Training Format** Department Focused Presentation  
Professional Learning Communities

<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
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<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>	<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p>
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**LEA Goals Addressed:** Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Strategy #1: Substantial Professional Development**

**Strategy #2: Pervasive use of student data to ensure student academic growth**

**Strategy #3: Continued Improvement of Instructional Practices**

Start	End	Title	Description
7/1/2014	7/1/2021	Intervention Strategies	<ul style="list-style-type: none"> <li>• MTSS model (Grades K-8)</li> <li>• Academic Coaching Time (Grades 9-12) (An after-school program)</li> <li>• Keystone Study Island Remediation</li> <li>• Continued analysis of student failures to determine academic and intervention path for individual students.</li> </ul>



- Star Intervention (Grades K-4) and Tutorial/ Intervention/PASS (Prescriptive Academic Success for Students) (Grades 5-8)
- Let the Learning Begin/Plant the Seed initiatives (early childhood level)
- Covey "Leader in Me" program (Grades 5-8) and SWPBS (Grades K-8)
- Career Cruising, Career Choices, and Advisory Period (Grades 7-12)
- Partnership(s) with local agencies regarding student attendance (COBYS, District Justice)

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendents, Building Principals	6.0	3	60	Ephrata Area School District	School Entity	No

**Knowledge** Staff will gain knowledge on developing high quality programs for students using data and data points to examine the program

**Supportive Research** Research and best practices will be used in efficient ways with Differentated Instruction, MTSS, Student Engagement and Data driven instruction.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.  
 Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district Provides the knowledge and skills to think and plan strategically, ensuring that

administrators, and other educators seeking leadership roles:

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.

<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops		
<b>Participant Roles</b>	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex  School counselors New Staff	<b>Grade Levels</b>
			Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work, with administrator and/or peers		<b>Evaluation Methods</b>
			Student PSSA data Standardized student assessment data other than the PSSA Review of participant lesson plans

**LEA Goals Addressed:** Establish a district system that fully ensures the consistent implementation of effective Strategy #1: Substantial Professional Development

**instructional practices across all classrooms in each school.**      **Strategy #2: Pervasive use of student data to ensure student academic growth**  
**Strategy #3: Continued Improvement of Instructional Practices**

Start	End	Title	Description				Type	App.
7/1/2014	7/1/2021	Continued Improvement of Instructional Practices	<ul style="list-style-type: none"> <li>• Focus on differentiation in every content area and grade level</li> <li>• Implement a <i>Core Six</i> book study and strategy in Grades 7-12</li> <li>• Practice Lesson Study in Grades 5 and 6</li> <li>• Practice instructional coaching (Oasys, Danielson)</li> <li>• Conduct <i>Indicator 14</i> follow-up surveys</li> <li>• Examine and implement online learning opportunities</li> <li>• Catalog highly effective student engagement techniques and make the information easily accessible (with examples) for teacher use</li> </ul>				School Entity	Yes
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>		
		Assistant Superintendents, Building Principals, Literacy Coordinator, Department Supervisors	6.0	6	230	Ephrata Area school District		

**Knowledge**      Teachers will become better instructors because of the professional development provided in the area of high quality instruction.

**Supportive Research**

Best practices in instruction will be a major factor in the Professional Development supplied by the district to ensure high quality teaching practices for each teacher and in each classroom.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

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

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

**Training Format**

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Department Focused Presentation

**Participant Roles**

Dir

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex

**Grade Levels**

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

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	School counselors New Staff	
	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
<b>Follow-up Activities</b>	Analysis of student work, with administrator and/or peers	<b>Evaluation Methods</b>
	Lesson modeling with mentoring	Student PSSA data
	Joint planning period activities	Standardized student assessment data other than the PSSA
		Classroom student assessment data

<b>LEA Goals Addressed:</b>	<p><b>Establish a district system that fully ensures the school partners with families and the community to sustain a positive school climate in which students engage in the learning process.</b></p> <p><b>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b></p>	<p><b>Strategy #1: Substantial Professional Development</b></p> <p><b>Strategy #2: Continued Improvement of Instructional Practices</b></p>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
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8/29/2016	6/12/2021	Professional Development on teaching diverse learners in an inclusive setting				1. Collaborative work with teachers and special education teachers 2. Inservice Session for related arts teachers		
		<b>Person Responsible</b> Building Principals, Coordinator of Student Services, Assistant Superintendent	<b>SH</b> 6.0	<b>S</b> 1	<b>EP</b> 15	<b>Provider</b> Ephrata Area School District	<b>Type</b> School Entity	<b>App.</b> No

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**Knowledge**                      Equips regular classroom teachers to address the needs of special needs students in their classrooms

**Supportive Research**                      Inclusion of students in regular education classrooms

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:	Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
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For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
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LEA Whole Group Presentation

**Training Format**

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
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<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
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**LEA Goals Addressed:**

Establish a district system that fully ensures the school partners with families and the community to sustain a positive school climate in which students engage in the learning process.

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

**Strategy #1: Substantial Professional Development**

**Strategy #2: Standardized Tests and Curricular Success**

**Strategy #3: Pervasive use of student data to ensure student academic growth**

**Strategy #4: Continued Improvement of Instructional Practices**

Start	End	Title	Description	Provider	Type	App.
6/3/2016	6/12/2021	Professional development in the area of language and literacy acquisition for all students	<ol style="list-style-type: none"> <li>1. Ongoing contact with Kindergarten Coordinator and Literacy Coordinator for coaching in the area of literacy</li> <li>2. Professional development sessions in the area of differentiation</li> <li>3. Ongoing teacher support during PLC and data meetings</li> <li>4. Professional development sessions on kidwriting, writing workshop, text dependent analysis, and close reading</li> </ol>	SH S EP		

Building Principals, Literacy Coordinator      6.0      4      25      Ephrata Area School District      School Entity      No

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**Knowledge**      Instructional Practice in the area of literacy

**Supportive Research**      Emphasis on data driven instructional decision making and small group differentiated instruction

**Designed to Accomplish**

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

For classroom teachers, school counselors and education specialists:

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

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

**Training Format**      Department Focused Presentation  
 Professional Learning Communities

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

**Follow-up Activities**      Team development and      **Evaluation Methods**      Classroom observation focusing on



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

    Creating lessons to meet  
varied student learning styles  
    Peer-to-peer lesson  
discussion

factors such as planning and preparation,  
knowledge of content, pedagogy and  
standards, classroom environment,  
instructional delivery and professionalism.

    Student PSSA data  
    Standardized student assessment  
data other than the PSSA

# District Level Affirmations

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

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

**Affirmed by Tim Stayer on 11/27/2017**

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*Board President*

**Affirmed by Brian Troop on 11/21/2017**

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*