

Hamburg Area SD

**District Level Plan**

07/01/2016 - 06/30/2019

# District Level Plan

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## Action Plans

**Goal #1:** Develop and implement a teaching / learning model that supports 21st Century Skills.

### Related Challenges:

- Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.
- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Systematically supporting struggling students and challenging all to achieve their best (by efficient use of data)
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### Indicators of Effectiveness:

Type: Interim

Data Source: Create a list of 21st Century Skills that will be used throughout the remainder of the plan.

Specific Targets: Agreement by all stakeholders on the skills, and that they are referenced throughout implementation of the rest of the model.

Type: Interim

Data Source: A collection of research-based teaching / learning strategies that can be reviewed or used as a basis of development for HASD model.

Specific Targets: Collection to be posted on shared website for accessibility by all.

Type: Interim

Data Source: Professional Development committee uses the collection identified previously to develop and publish the HASD model.

Specific Targets: HASD model is published and distributed to a select pilot group of teachers.

Type: Interim

Data Source: Pilot group of teachers implement the HASD model and provide feedback on effectiveness through the use of a survey developed by the PD group.

Specific Targets: Results of the model are reviewed and used to define the final product to be published to the entire staff.

### ***Strategies:***

#### ***21st Century Curriculum Redesign***

##### **Description:**

Identifying skills necessary for students to be able to thrive in today's global community. Develop lesson plans and assessments that allow students to demonstrate their ability to be critical thinkers, problem solvers, effective communicators, independent learners, and responsible citizens.

**SAS Alignment:** Standards, Curriculum Framework, Materials & Resources

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

#### ***21 Century Skills Development***

##### **Description:**

Development of definition of 21st Century Skills, creation of instructional strategies and lesson plans that are necessary for students to demonstrate these skills.

**Start Date:** 8/27/2013    **End Date:** 6/5/2014

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

**Supported Strategies:**

- 21st Century Curriculum Redesign

**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 consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Develop and implement a teaching / learning model that supports 21st Century Skills.
- Systematically supporting struggling students and challenging all to achieve their best (by efficient use of data)
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**Indicators of Effectiveness:**

Type: Interim

Data Source: Classroom Observations

Specific Targets: Post-observation conferences, data from observations, revisits to classrooms, evaluation of data from observations.

### **Strategies:**

#### *Common Assessment within Grade/Subject*

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources:

[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.](#))

**SAS Alignment:** Assessment, Instruction

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

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source:

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

#### *Differentiating Instruction*

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence,

[http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ;

Differentiated Instruction: Effective classroom practices report,

<http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ;

Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33) ;

WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades,

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf)

Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>;  
Investigating the Impact of Differentiated Instruction in Mixed Ability  
Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

**SAS Alignment:** Instruction

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

#### *Effective Instructional Practices*

**Description:**

Continued use of the new Teacher Effectiveness system as a means to evaluate the standards of professional practice.

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

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

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiating Instruction

**Goal #3:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Related Challenges:**

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

- Develop and implement a teaching / learning model that supports 21st Century Skills.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Review of curriculum (standards, content, and assessments), classroom observations.

Specific Targets: Evaluation of alignment of curriculum and assessments to standards.

Type: Annual

Data Source: Student performance on state tests (PSSAs and Keystones), and district-developed common assessments developed to align with standards.

Specific Targets: Student proficiency on state assessments, and on district-developed common assessments.

**Strategies:**

*Common Assessment within Grade/Subject*

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources:

[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.](#))

**SAS Alignment:** Assessment, Instruction

*Curriculum and Assessment Aligned to Common Core Standards*

**Description:**

Use of SAS as a resource to identify standards, content, and skills for alignment of curriculum in Math and English Language Arts.

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

### *Standards Aligned System*

**Description:**

Teachers to be instructed in the use of the Standards Aligned System as a resource for elements (standards, instruction, assessment, materials and resources, curriculum framework).

**SAS Alignment:** None selected

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

#### *Align Curriculum and Assessments to Common Core Standards*

**Description:**

Evaluation of newly-developed curriculum for elements of standards and assessments that demonstrate the depth of knowledge required of students for the new PSSAs. Results from Classroom Diagnostic Tools that demonstrate curriculum and instruction alignment to Common Core Standards.

**Start Date:** 8/22/2013    **End Date:** 6/5/2014

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

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Curriculum and Assessment Aligned to Common Core Standards

**Goal #4:** Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Related Challenges:**



- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Systematically supporting struggling students and challenging all to achieve their best (by efficient use of data)

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#### **Indicators of Effectiveness:**

Type: Interim

Data Source: Child Find, RtII and use of interventions, SAP, Teacher Observations

Specific Targets: Increase in students' GPA (2.0 or better), student growth on standards-aligned assessments, increase in the number of students exiting Special Education by secondary level, ongoing development of educational facilities to meet students' needs (esp. those with disabilities), Special Education population aligned to state average, aligning curriculum to CCSS

#### ***Strategies:***

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

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

##### ***Preschool Literacy Curricula Programs***

**Description:** WWC has identified commercial preschool literacy curricula programs that have a positive effect on student achievement. (Source: [http://ies.ed.gov/ncee/wwc/sitesearch.aspx?Search=preschool+literacy&web\\_site=NCEE%2FWWC&x=7&y=9](http://ies.ed.gov/ncee/wwc/sitesearch.aspx?Search=preschool+literacy&web_site=NCEE%2FWWC&x=7&y=9) )

**SAS Alignment:** Materials & Resources

### *Increased Quality Instructional Time*

**Description:** Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: <http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and <http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time> )

**SAS Alignment:** Instruction, Safe and Supportive Schools

### *Preschool Quality and Program Expansion*

**Description:** No empirical research was found that examined the impact of expanding preschool quality and programs; however, there are studies that provide evidence of the enduring effects of sustained, preschool-based education, especially on males and the children of HS dropouts. (Sources: <http://www.sciencemag.org/content/333/6040/360> ; <http://www.ia-sb.org/assets/53596ae716f549ab936abc4eead53891.pdf> ; and <http://www.highscope.org/content.asp?contentid=219> )

**SAS Alignment:** Safe and Supportive Schools

### *Differentiated Instruction*

**Description:**

Teachers responding to the needs of all learners by first identifying students' strengths and weaknesses (use of data), then developing instructional strategies that support differentiation.

The Differentiated Classroom. Responding to the Needs of All Learners. Carol Ann Tomlinson

How to Differentiate Instruction in Mixed-Ability Classrooms. Carol Ann Tomlinson.

**SAS Alignment:** Instruction, Materials & Resources

## ***Implementation Steps:***

### *Effective Instructional Practices*

#### **Description:**

Continued use of the new Teacher Effectiveness system as a means to evaluate the standards of professional practice.

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

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

#### **Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Preschool Literacy Curricula Programs
- Increased Quality Instructional Time
- Preschool Quality and Program Expansion
- Differentiated Instruction

### *Teaching Diverse Learners in an Inclusive Setting*

#### **Description:**

The appropriate use of data to identify students' strengths and weaknesses. The development of learning targets, common assessments, and differentiated lessons and resources to meet the needs of all students (inclusive of special education and gifted).

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

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

#### **Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Increased Quality Instructional Time
- Differentiated Instruction

### *Literacy and Language Acquisition*

**Description:**

All students shall be given multiple opportunities to acquire the oral and written language of English regardless of their home language, and of their grade level.

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

**Program Area(s):** Student Services

**Supported Strategies:** None selected

# Appendix: Professional Development Implementation Step Details

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LEA Goals Addressed:		#1 Develop and implement a teaching / learning model that supports 21st Century Skills.			Strategy #1: 21st Century Curriculum Redesign			
Start	End	Title			Description			
8/27/2013	6/5/2014	21 Century Skills Development			Development of definition of 21st Century Skills, creation of instructional strategies and lesson plans that are necessary for students to demonstrate these skills.			
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Principals, Director of Curriculum and Instruction, Teachers	1.0	4	92	District facilitators	School Entity	No

## Knowledge

What skills are necessary for success in 21st Century work and life, how those skills can be incorporated into existing curriculum and assessments.

## Supportive Research

Learning for the 21st Century. A Report and Mile Guide for 21st Century Skills.

## 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 administrators, and other educators seeking leadership roles:

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

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

<b>Training Format</b>	Department Focused Presentation		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals	<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  Creating lessons to meet varied student learning styles	<b>Evaluation Methods</b>	Review of participant lesson plans

<b>LEA Goals Addressed:</b>	<p><b>#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b></p> <p><b>#2 Establish a district system that fully ensures barriers to student learning are</b></p>	<p><b>Strategy #1: Common Assessment within Grade/Subject</b></p> <p><b>Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b></p> <p><b>Strategy #3: Differentiating Instruction</b></p>
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**addressed in order to increase student achievement and graduation rates.**

<b>Start</b>	<b>End</b>	<b>Title</b>			<b>Description</b>			
7/1/2015	6/30/2018	Effective Instructional Practices			Continued use of the new Teacher Effectiveness system as a means to evaluate the standards of professional practice.			
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Principals, Director of Curriculum and Instruction, Superintendent, Teachers	3.0	4	60	Director of Curriculum and Instruction / Principals	School Entity	No
		<b>Knowledge</b>	Understanding the use of evidence as the means of evaluating teaching practice.					
		<b>Supportive Research</b>	Danielson's framework.					
		<b>Designed to Accomplish</b>						
		For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.					
		For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.					
		<b>Training Format</b>	Series of Workshops School Whole Group Presentation					

<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors New Staff Other educational specialists	<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	<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:**

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

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

**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing**

**Strategy #2: Preschool Literacy Curricula Programs**

**Strategy #3: Increased Quality Instructional Time**

**Strategy #4: Preschool Quality and Program Expansion**

**Strategy #5: Differentiated Instruction**



Start	End	Title			Description			
7/1/2015	6/30/2018	Effective Instructional Practices			Continued use of the new Teacher Effectiveness system as a means to evaluate the standards of professional practice.			
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Principals, Director of Curriculum and Instruction, Superintendent, Teachers	3.0	4	60	Director of Curriculum and Instruction / Principals	School Entity	No

**Knowledge** Understanding the use of evidence as the means of evaluating teaching practice.

**Supportive Research** Danielson's framework.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists: Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles: Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Training Format** Series of Workshops  
School Whole Group Presentation

<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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	Supt / Ast Supts / CEO / Ex	Middle (grades 6-8) High (grades 9-12)
	Dir	
	School counselors New Staff Other educational specialists	
<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:** #1 Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing**  
**Strategy #2: Increased Quality Instructional Time**  
**Strategy #3: Differentiated Instruction**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2015	6/30/2018	Teaching Diverse Learners in an Inclusive Setting	The appropriate use of data to identify students' strengths and weaknesses. The development of learning targets, common assessments, and differentiated lessons and resources to meet the needs of all students (inclusive of special education and gifted).							

Principals, Director of Curriculum and Instruction, Director of Special Education, Teachers

2.0    3    30    Facilitators

School Entity

No

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### Knowledge

Teachers responding to the individual needs of students with use of data, resources and instructional strategies.

The work of Carol Ann Tomlinson:

### Supportive Research

[The Differentiated Classroom - Responding to the Needs of All Learners](#)

[How to Differentiate Instruction in Mixed-Ability 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:

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.

<b>Training Format</b>	Series of Workshops Department Focused Presentation		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals	<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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities	<b>Evaluation Methods</b>	Classroom student assessment data Review of participant lesson plans

# 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.

*No signature has been provided*

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*Board President*

*No signature has been provided*

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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.

**Affirmed by Brooke Adams on 5/1/2015**

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*Board President*

**Affirmed by Steven Keifer on 4/29/2015**

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*Superintendent/Chief Executive Officer*