Tunkhannock Area SD

District Level Plan

07/01/2016 - 06/30/2019

District Profile

Demographics

41 Philadelphia Ave
Tunkhannock, PA 18657
(570)836-3111
Superintendent: Frank Galicki
Director of Special Education: Mary Hvezda

Planning Process

The district will use a stakeholder group that will include; district and school level administrators, program and support personnel, elementary, middle and high school teachers, parents and local business and community representatives. Meetings will be schedule throughout the process to review the tentative plan with the stakeholder group.The ultimate responsibility for all aspects of the planning process rests with the superintendent of schools. Subgroups will be created to assist the superintendent in arriving at a final version of the plan. Communication will be ongoing throughout the process with all stakeholders and the subgroups with evening meeting scheduled so all stakeholders can attend and have input into the formulation of the plan.

Mission Statement

The mission of the Tunkhannock Area School District is to maximize the potential for success of all students through motivation, guidance and education. Through this collective endeavor the district will prepare students for the 21st century.

Vision Statement

The vision of the Tunkhannock Area School District is to demonstrate a clear understanding of our goals which are focused on student learning, communication, transition and sustained improvement. The district seeks to create consensus among the Board of Education, administration, faculty, staff, students and the community. The districts vision, goals and standards are established by the Pennsylvania Department of Education. As a district believe that each individual that comes in contact with our students shares a responsibility in the educational journey of that student.

Shared Values

Public education prepares students for adult life by tending to their intellectual and developmental needs and challenging them to achieve at their highest level possible. In conjunction with families and other community institutions public education prepares students to become self-directed, lifelong learners, and responsible, involved citizens.

Together with parents, families, and community institutions public education provides opportunities for students to:

1. Acquire knowledge and skills
2. Develop integrity
3. Process information
4. Think critically
5. Work independently
6. Collaborate with others
7. Adapt to change

Tunkhannock Area School District believes in the following educational and organizational goals:

1. Involve families in all phases of school activities through new programs directed at continuing to build a partnership with parents.
2. Ensure a safe and orderly environment through all phases of the educational process.
3. Create and promote open lines of communication between the school and community.
4. Focus on technology and education, stressing a comprehensive K-12 program.
5. Align planned courses to state standards and regulations.
6. Offer continued professional development opportunities for teachers and administrators.
7. Review, revise, develop and evaluate our total K-12 educational program in accordance with state standards.
8. Review and amend as needed, remediation plans for at-risk students.
9. Develop knowledge and skills in job seeking by integrating individual interests and fostering productive community partnerships, which support educational programs and objectives.

Educational Community

Nestled by the Susquehanna River in Northeastern Pennsylvania's Wyoming County is the highly respected, progressive Tunkhannock Area School District. Living proof that bigger is better, Tunkhannock Area is the largest school district in Bradford, Susquehanna, Sullivan and Wyoming counties and has the most to offer in both academic and extracurricular programs. The district has modern facilities including a recently renovated high school building which was completed in 2002. A state-of-the-art middle school that was completed in September of 1999, houses grades five through eight.

The Mehoopany Elementary School which was built in 1996 was destroyed by fire in April of 2002. The new structure opened on the same site in 2003. Three other elementary schools have been constructed since 1972.

The athletic programs have benefited from recent construction of an all weather track, tennis courts, a softball field and a field hockey field. Renovations at the football stadium, the high school pool, wrestling room, baseball field and weight training facility have been completed. Approximately 3100 students are enrolled in the Tunkhannock Area School District, which includes four elementary buildings (K-4), the middle school (5-8) and the high school (9-12). The four elementary centers are located in Evans Falls, Mill City, Mehoopany and Tunkhannock, while the middle and high schools are both located in Tunkhannock.

Tunkhannock Area High School is a modern facility with updated computer laboratories, well-equipped industrial, vocational and technical areas and an Olympic sized swimming pool, a large gymnasium, a modern theater type auditorium, CADD mechanical drawing and drafting facilities, and a state of the art planetarium, which supplements our diverse science curriculum. The curriculum is well balanced and class scheduling is designed to give each student an opportunity to explore areas of interest. Advanced Placement courses are offered to qualified students, ample facilities are available for laboratory study and a variety of extracurricular clubs and activities complement our comprehensive high school program.

The Tunkhannock Area Middle School program offers a strong academic foundation to all its students with the support of a network of time-tested effective middle school practices. Highlighted practices include teacher teams, small communities for learning success for all students, an advisory program, integrated instruction, and ready access to state-of-the-art technology, service learning, student government opportunities and a wide variety of interscholastic athletic programs. These programs and many more are housed in the new facility that opened in September, 1999. The completion of the middle school with its enhanced student areas and advantages for the community at large strengthens the close ties between the schools and community in the Tunkhannock Area School District.

The Tunkhannock Area School District elementary school program offers all course subjects required by the Pennsylvania Department of Education. Programs for students requiring remediation in reading and math and a full range of special education services are available to students who qualify. A variety of teaching strategies beyond the use of regular textbook programs are utilized by classroom teachers. These include: whole language strategies, use of multimedia technology equipment, projects and emphasis on writing in paragraph form. Specialists offer instruction in art, music, physical education, library, computer and drug/alcohol education. Students are assigned to heterogeneously organized classrooms, eliminating tracking of students by ability groups.

The Tunkhannock Area School District athletic teams compete in the highly competitive Wyoming Valley Conference, which includes Hazelton and Berwick. The Tigers compete in the "A A A" class. Tunkhannock Area athletic teams have met with a great deal of success and continue to send student/athletes to college to further their academic and athletic careers. The comprehensive sports program offers 20 varsity sports including: cross-country, field hockey, volleyball, tennis, golf, football, basketball, swimming, track and field, wrestling, soccer, baseball and softball. In the past few years, the district has performed a major facelift of its athletic facilities; highlighted by an all weather track and first-class baseball and softball diamonds. The new gymnasium in the recently completed middle school will also enhance all athletic programs of the district.

The newly agreed to contract between the Tunkhannock Area School District and the Tunkhannock Area Education Association provides a high degree of stability to the district. This progressive agreement assures the district of at least five years of labor and management agreement on a wide variety of issues. This stability provides both management and labor the opportunity to continue to work together to provide a well-rounded and complete education for the students of the district. The primary objectives of the educational program of the Tunkhannock Area School District is to provide a training ground for students to develop citizens in a democratic society and to attain economic sufficiency in the world of work. These objectives will allow the students to successfully transition to the post secondary environment of their choosing.To attaining these goals, the responsibilities for providing the program and making it function effectively belong not only to the Board of Education and instructional, administrative staffs, but in the broadest sense to the student body and the citizens of the community.

Planning Committee

Name	Role
Mary Gene Eagen	Administrator : Professional Education
Frank Galicki	Administrator : Professional Education
Todd Bosscher	Building Principal : Professional Education Special Education
Susan Bugno	Building Principal : Professional Education
Greg Ellsworth	Building Principal : Professional Education
Kathi Felker	Building Principal : Professional Education
James Timmons	Building Principal : Professional Education Special Education
Philip Farr	Business Representative : Professional Education Special Education
Katie Wisnoski	Business Representative : Professional Education
Craig Keiser	Community Representative : Professional Education
Melissa McCabe	Community Representative : Professional

	Education
Jennifer Washko	Ed Specialist - Other : Special Education
Amy Baylor	Ed Specialist - Other : Professional Education
Jill Yoniski	Ed Specialist - Other : Professional Education
Kate Krispin	Ed Specialist - School Counselor : Professional Education
Kim Lee	Ed Specialist - School Counselor : Professional Education
MaryClare Thomas	Ed Specialist - School Counselor : Professional Education
Jacquelyn Marshalek	Ed Specialist - School Psychologist : Special Education
Krista Dymond	Elementary School Teacher - Regular Education : Special Education
Megan Farrell	Elementary School Teacher - Regular Education : Professional Education
Wendy Morris	Elementary School Teacher - Regular Education : Professional Education
William Parry	Elementary School Teacher - Regular Education : Professional Education
Dan Walker	Elementary School Teacher - Regular Education : Professional Education
Elisa Welles	Elementary School Teacher - Regular Education : Professional Education
Sue Young	Elementary School Teacher - Regular Education : Professional Education
Heather Holdrege	Elementary School Teacher - Special Education : Professional Education
Sarah Scoble	Elementary School Teacher - Special Education : Professional Education
Karen Weisgold	Elementary School Teacher - Special Education : Special Education
Craig Keiser	High School Teacher - Regular Education : Professional Education
Karen Kutish	High School Teacher - Regular Education : Professional Education
katie Wisnoski	High School Teacher - Regular Education : Professional Education
Melissa McCabe	High School Teacher - Special Education : Professional Education

Kaaron Yablonski	High School Teacher - Special Education : Special Education
Annette Shreve	Instructional Coach/Mentor Librarian : Professional Education
Suzanne McCabe	Intermediate Unit Staff Member : Professional Education
Jason Azarovich	Middle School Teacher - Regular Education : Professional Education Special Education
Sara Ergott	Middle School Teacher - Regular Education : Professional Education
Melissa Michlowski	Middle School Teacher - Regular Education : Professional Education
Mary Beth Howell	Middle School Teacher - Special Education : Special Education
Kelly Kulsicavage	Parent : Special Education
Craig Keiser	Parent : Professional Education
Susan Landes	Parent : Special Education
William Parry	Parent : Professional Education
Annette Shreve	Parent : Professional Education
Katie Wisnoski	Parent : Professional Education
Mary Hvezda	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Tunkhannock Area School District is on a 5 year curriculum cycle for updating and improving curriculum. With the implementation of PA Core Standards, the curriculum cycle has been adjusted to reflect changes necessary to meet the new standards. All curriculum has been revised to reflect the PA Core but the District is continuously improving, updating, and revising our curriculum to address needs as evidenced by data. The Tunkhannock Area School District has a SWPB program that has been in existence for the past 3 years with fidelity checks being done by our local Intermediate Unit.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
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	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing

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

Tunkhannock Area School District is on a 5 year curriculum cycle for updating and improving curriculum. With the implementation of PA Core Standards, the curriculum cycle has been adjusted to reflect changes necessary to meet the new standards. All curriculum has been revised to reflect the PA Core but the District is continuously improving, updating, and revising our curriculum to address needs as evidenced by data. The Tunkhannock Area School District has a SWPB program that has been in existence for the past 3 years with fidelity checks being done by our local Intermediate Unit.

Middle 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	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
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	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing
World Language	Non Existent	Non Existent

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

Tunkhannock Area School District is on a 5 year curriculum cycle for updating and improving curriculum. With the implementation of PA Core Standards, the curriculum cycle has been adjusted to reflect changes necessary to meet the new standards. All curriculum has been revised to reflect the PA Core but the District is continuously improving, updating, and revising our curriculum to address needs as evidenced by data. The Tunkhannock Area School District has a SWPB program that has been in existence for the past 3 years with fidelity checks being done by our local Intermediate Unit. Tunkhannock Area School District does not offer World Languages at the Middle School Level. This curriculum is offered beginning at the 9th grade level.

High School 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	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
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	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

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

Tunkhannock Area School District is on a 5 year curriculum cycle for updating and improving curriculum. With the implementation of PA Core Standards, the curriculum cycle has been adjusted to reflect changes necessary to meet the new standards. All curriculum has been revised to reflect the PA Core but the District is continuously improving, updating, and revising our curriculum to address needs as evidenced by data. The Tunkhannock Area School District has a SWPB program that has been in existence for the past 3 years with fidelity checks being done by our local Intermediate Unit.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The district has established a curriculum review cycle evaluates and reviews curriculum on an ongoing basis. This five year cycle ensures continuous review and updating of the established curriculum. Each curriculum area being is done through a collective effort between administration and faculty establishing committees for the various content areas. The review of each content area takes approximately one year to complete.The assistant

superintendent of schools is responsible for this review on an annual basis. Newly revised curriculum is approved by the superintendent and then presented to the board of education for final adoption.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

The district has established a curriculum review cycle evaluates an reviews curriculum on an ongoing basis. This five year cycle ensures continuous review and updating of the established curriculum. Each curriculum area being is done through a collective effort between administration and faculty establishing committees for the various content areas. The review of each content area takes approximately one year to complete.The assistant superintendent of schools is responsible for this review on an annual basis. Newly revised curriculum is approved by the superintendent and then presented to the board of education for final adoption

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

This narrative is empty.

Middle Level

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

course, instructional unit or interdisciplinary studies are identified.	

Processes used to ensure Accomplishment:

The district has established a curriculum review cycle evaluates an reviews curriculum on an ongoing basis. This five year cycle ensures continuous review and updating of the established curriculum. Each curriculum area being is done through a collective effort between administration and faculty establishing committees for the various content areas. The review of each content area takes approximately one year to complete.The assistant superintendent of schools is responsible for this review on an annual basis. Newly revised curriculum is approved by the superintendent and then presented to the board of education for final adoption

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

The district has established a curriculum review cycle evaluates an reviews curriculum on an ongoing basis. This five year cycle ensures continuous review and updating of the established curriculum. Each curriculum area being is done through a collective effort between administration and faculty establishing committees for the various content areas. The review of eachcontent area takes approximately one year to complete.The assistant superintendent of schools is responsible for this review on an annual basis. Newly revised curriculum is approved by the superintendent and then presented to the board of education for final adoption

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

The district level comprehensive planning team does not have evidence or artifacts to show any standards areas as needing improvment or non existent.

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.

Planned instruction is aligned to Pennsylvania Department of Education Standards. This alignment ensures that students will have access to the specific content areas and applicable standards to be given opportunity to successfully complete and master the aligned curriculum. The district utilizes a standard lesson plan format that ensures that all students; of all ability levels receive instruction that is aligned to standards. The district has implemented a response to Instruction and intervention that allows for structured instructional intervention for students not performing to the best of their ability. Remedial programs for students with specific learning disabilities are developed in accordance with federal and state guidelines for inclusion in special-education.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review
- Administrators
- Building Supervisors
- Instructional Coaches

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

The district has a formal schedule of teacher observations/evaluations. District level administrators as well as building level administrators conduct these observations and evaluations on an annual basis. A district wide lesson plan format was implemented that allows for structured and uniform observations and evaluations. The district has participated in the pilot program for the new teacher evaluation model; this will allow both administration and professional staff to remain current with expected ongoing professional evaluation.

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

Department chair persons/supervisors are not used to review lesson plans as this is not part of their job responsibility.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

The district level comprehensive planning committee does not have evidence or artifacts to show that the best practice instructional methods as listed are implemented by less than 50% of our teachers.

Elementary Education-Intermediate Level

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

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

The district level comprehensive planning committee does not have evidence or artifacts to show that the best practice instructional methods as listed are implemented by less than 50% of our teachers.

Middle Level

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

gifted students.	

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

The district level comprehensive planning committee does not have evidence or artifacts to show that the best practice instructional methods as listed are implemented by less than 50% of our teachers.

High School Level

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

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

The district level comprehensive planning committee does not have evidence or artifacts to show that the best practice instructional methods as listed are implemented by less than 50% of our teachers.

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.

Annually each building in the district develops a master schedule for instructional content areas. The principal of the building during the development of the schedule assesses faculty assignment and student groupings to be sure that both faculty and students are assigned to best meet the learning needs of all students. with the implementation of response to instruction and intervention the district has further revise its grouping practices in order to meet the learning needs of students were below proficiency or at risk of not graduating. Remedial programs have been established in each building to assist building principals and professional staff to meet the needs of students requiring specific academic assistance.

Assessments

Local Graduation Requirements

Course Completion	SY 16/17	SY 17/18	SY 18/19
Total Courses			
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	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	9.00	9.00	9.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

Graduation Requirement Specifics

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

- 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.

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA	X	X	X	X
Final Exams		X	X	X
Midtern Exam			X	X
Senior Project				X
End of Chapter or Unit Exams	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS/DIBELS Next	X	X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher Created Tests	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

The district utilizes local and benchmark assessments that are reviewed by district administration and our professional staff annually. Assessments are reviewed to ensure proper alignment with the PA standards. We are in the process through curriculum revision of evaluating and aligning our local assessments and shows and benchmark assessments to

be sure that they coincide with the new Pennsylvania common core standards. Our curriculum and assessments are reviewed and discussed periodically through Curriculum Committee Meetings. Committees are made up of general education teachers, special education teachers, reading specialists, building and central administrators.

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.

Tunkhannock Area School District has Common Assessments in all major subject areas: English/Language Arts, Math, Science, Social Studies that are created and reviewed by committees of teachers that are experts in the subject area. Assessments are reviewed for changes and/or deletion/addition of content in order to assure the alignment to PA Standards and curriculum.

Collection and Dissemination

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

The district has developed its own data warehouse for all student data grades K-12. This data warehouse is an extensive collection of student data on benchmark assessments and standardized testing scores. The data warehouse is able to triangulate data on each and every student within the district. Eventually this data warehouse will house all student data on a student from the time they enter our system until the time they either graduate or withdraw. Luzern intermediate unit 18 has been integral in the oversight of the creation of this data warehouse. The district believes the data warehouse is as good if not better than commercially available products that perform the same function.

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.

The district uses the aforementioned TASD data warehouse to maintain and manage the data on all of our students. This data can be accessed by both administrators and professional staff. The district maintains Levine level as well as a district level data teams. These data teams meet periodically throughout the year with the assistant superintendent and superintendent of schools to review on an ongoing basis. Each year the Luzern intermediate unit 18 assessment staff meet with individual principals and district administrators and review and triangulate data both on the building level and for individual students. This process assist the building level administrator in making the necessary

changes to meet the ever-changing needs of students. Data from PVASS and Emetric is also used by the district as it begins to review and analyze data.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

The TASD data warehouse is used to produce assessment reports that contain cohort, class and individual student performance information by reporting category an anchor. The during the data analysis in-service days teachers create RTI I groups at the elementary level based on this data analysis. Data analysis also is used to create RTI I groups at the middle school to provide the necessary remediation and/or appropriate instructional strategies for students. At the high school data analysis is performed both building wide and by department level. The building administration utilizes these days to address specific needs within the department or high school as a whole. The district reports and utilizes the district webpage to provide parent student and community information regarding district progress towards our instructional goals. Some of assessment information on PSSA, SAT, ACP and AP for performance is reported to the public at school board meetings throughout the year. Elementary newsletters are used to communicate the same information regarding their performance parents and community.

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

All best practice strategies as described above are incorporated into Tunkhannock Area School District's assessment plan and analysis of data.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X

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

Provide brief explanation of the process for incorporating selected strategies.

The district has a link on its home page the PDE and school report card. Student performance reports are mailed to parents/guardians of students who participate the PSS a tables testing. Explanations on how to read the report are included with this mailing. Some of assessment information on the PSSA, ACP, SAT and AP performance are routinely reported to the Board of Education. Press releases are submitted to local newspapers but are not necessarily published. Teachers conduct individual meetings with students as to progress and improvement areas on assessments including diagonostic, state, and classroom.

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

All strategies as listed are used by the Tunkhannock Area School District to varying degrees based on grade level and subject area.

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.

Schools not meeting the required state standards are identified as soon as data is released by the Pennsylvania Department of Education. Once a school is identified, the identified school will work with central administration and the Luzerne Intermediate Unit 18 in developing a school improvement plan. A School Improvement Plan is developed in

conjunction with central administration, building level administration and professional staff. Based upon the areas, identified specific targets and plans are made to remediate individual students and groups of students to allow for measurable improvement. The response to instruction and intervention program incremented by the district is seen as a major initiative in providing targeted assistance to students with common and individual academic difficulties.

The individual schools district will provide resources for targeted assistance for any student based upon a review of benchmark assessments, school developed assessment data and/or assessment data from special-education evaluations and PSSA individual student summary reports.

Title I Staff provides targeted intervention in reading and mathematics during the school day, special-education staff provides interventions for students identified/qualified for an Individualized Education Plan in grades K-12.

Students in grades 9 through 12 also can receive targeted remedial assistance in all content areas through after school tutoring.

The district also utilizes the following resources to assist struggling students:

Remediation Courses
- courses are currently built into individual schedules based on need. Data is gathered from the CDT and Keystone Exam to determine student's needs.

Student Assistance Program
- this program provides students who have a range of academic, emotional, behavioral and social problems.

Drug and Alcohol Education Program
- funded through the drug and alcohol grant the district employs a private firm to provide drug and alcohol counseling for students who are so identified either through self referral parent referral or referral from our as SAP team. This program is provided by Wyoming Valley Alcohol and Drug Services Incorporated.

Peer Tutoring
- provided for struggling students through various service organizations in high school including National Honor Society and through students in honors or AP courses who are doing a school mandated community service project.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS

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

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

This narrative is empty.

Screening, Evaluating and Programming for Gifted Students

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

TASD has a system to locate and identify all students within the district who are thought to be gifted and in need of specially designed instruction. The TASD screens all students in grades 3 and 5 through group-administered measures of cognitive ability and academic achievement. In other grades, students are screened through individual measures and review of records at parent and/or teacher request, or based on review of school records. Within the TASD Parent/Teacher/Student Handbook, 'Gifted, Selection of Students' is deferred to Guidance/Principal. A notice of gifted education is also found on our District website.

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

TASD uses multiple screening and evaluation criteria to determine eligibility and need for Gifted Support services. In grades 3 and 5, multiple screening criteria are used, based on student performance on group-administered measures and review of school records. In other grades, individual measures and review of records are used for screening purposes facilitated through the school counselor.

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

Following screening criteria, and/or at parent request, a Gifted Multidisciplinary Team Evaluation (GMDT) is conducted. Individual evaluations are completed by one of the certified school psychologists under instructions provided by the producer of the tests and sound professional practice, along with information provided by the GMDT. The TASD conducts comprehensive multi-disciplinary evaluations by examining multiple criteria, as set forth in Chapter 16, including the student's performance on individual measures of cognitive functioning and academic achievement; acquisition and retention rates; achievement, performance, or expertise in one or more academic area; higher level thinking skills, academic creativity, leadership skills, academic interest areas, communication skills, foreign language aptitude or technology expertise; and whether intervening factors are masking gifted abilities.

TASD complies with notice and consent requirements under Chapter 16. Upon request from a parent, TASD issues the Permission to Evaluate-Consent form, along with Notice of Parent Rights and forms for securing parent input to be included in the Gifted Written Report (GWR). Furthermore, the student's teachers, student, and other pertinent members of the GMDT provide information for the GWR.

The protection in evaluation measures are considered when evaluation of students suspected of being Gifted are conducted. Norm-referenced, standardized measures are used as one component of the comprehensive evaluation. Such measures are selected in accordance with the student's native language and primary mode of communication. Multiple criteria, in accordance with the screening and evaluation process, as outlined under Chapter 16, are considered when performing an evaluation of students suspected of being Gifted. Additionally, as designated appropriate by the test producers, analyses of general ability are conducted when deficits in memory and/or processing speed are present.

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

The TASD employs 1 and 1/2 gifted education instructors. The gifted education teacher travels to each of the 4 elementary schools (grades K-4), one day a week, for approximately one hour to work with the students identified as gifted. The students are provided with enrichment within their area of giftedness. Also the gifted education teacher collaborates with the general education teacher to offer assistance to enrich lessons within the general education environment.

At the Middle School (grades 5-8), the gifted education program is part of the MTSS. All students identified as gifted meet daily during the period of time devoted to MTSS in each grade level. During this time, the students are receiving extended instruction in Language Arts, extended instuction in Mathematics, or provided with enrichment opportunities within their area of giftedness. Any off-campus learning opportunities or competitions are considered. The gifted education teacher collaborates with each of teh grade level Language Arts and Mathematics teachers to gear the gifted education extended instruction in these areas. Any off-campus learning opportunities or competitions are considered.

Many students identified as gifted, no longer qualify for gifted education services at the high school level. Students are able to self-select rigorous courses that are challenging and interesting and therefore do not require specially designed instruction. Those students identified as gifted who continue to require specially designed instruction participate in a pull-out program with the gifted education teacher and/or the gifted education teacher pushes in to academic classes and collaborates with the general education teacher to provide enrichment for the student(s).

Throughout the 15-16 school year, the gifted education instructors have been engaged in professional development to implement ways to further enhance our gifted education program to include acceleration, K-12.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning			X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social	X	X	X	X

Development				
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			X	
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
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

28

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

Communication of Student Health Needs

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

Collaboration exists between title I, remedial reading, special-education, and regular education teachers whenever possible. Common planning is instituted at the elementary level. It is during this time the teachers and interventionists are able to discuss student performance, instructional strategies and action plans. At the middle school and secondary level, teachers have grade level meetings where student performance, instructional strategies and action plans are discussed. Additionally, at the secondary level department meetings are held where students academic, emotional and social needs are discussed.

Teachers are given release time to analyze data to determine the next course of action for students needing intervention. Data meetings are held building wide 3 times per year where all student data is analyzed, strategies discussed, and goals set.

Community Coordination

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

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

The district provides transportation to and from child care on the way to and from school. As a rural community this provides extra measure of comfort and support for our families. The district maintains a late run bus to transport students home should they choose to participate in any of our after school programs. The district maintains a school to work program seeking to provide students in grade 9 through 12 valuable mentored workforce development skills, so upon graduation they can become productive members of society, have opportunity to research careers, and participate in hands-on experiences in the career of their choice. The district maintains a after school tutoring program at our middle school and high school level in all content areas based upon student need.

Preschool Agency Coordination

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

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

The district maintains a positive proactive relationship pre-k programs in our catchment area. The district maintains a cooperative partnership with a community-based organization entitled HANDS that seeks to provide ongoing support for students prior to enrollment in kindergarten. Quarterly meetings are held with these community organizations to assess the needs, strengths and weaknesses of the program so that the programs can be improved to better serve the families in our community. Early intervention

services are offered by and through the district seeking to address special-education were early identification needs of children prior to the kindergarten enrollment.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

During the curriculum review process as well as the annual budgeting process administration works with the professional staff to it sure the adequate supply of resources and instructional materials. Throughout the year administration continually evaluates the materials necessary and makes every effort to provide materials and supplies to meet the varying needs of students and professional staff on a continual basis. The Board of Directors approves a generous allocation of funds for textbooks each year. Curriculum Committees identify areas of need and where to best allocate our resources.

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

The Comprehensive Planning Committee was unable to provide any artifacts or evidence that the characteristics as shown above need improvement or non existent.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

During the curriculum review process as well as the annual budgeting process administration works with the professional staff to it sure the adequate supply of resources and instructional materials. Throughout the year administration continually evaluates the materials necessary and makes every effort to provide materials and supplies to meet the varying needs of students and professional staff on a continual basis.

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

The Tunkhannock Area School District

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

During the curriculum review process as well as the annual budgeting process administration works with the professional staff to it sure the adequate supply of resources and instructional materials. Throughout the year administration continually evaluates the materials necessary and makes every effort to provide materials and supplies to meet the varying needs of students and professional staff on a continual basis.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

During the curriculum review process as well as the annual budgeting process administration works with the professional staff to it sure the adequate supply of resources and instructional materials. Throughout the year administration continually evaluates the materials necessary and makes every effort to provide materials and supplies to meet the varying needs of students and professional staff on a continual basis.

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	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	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in

	50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	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

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms

Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	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	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district

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

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	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	Full Implementation
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms

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

Further explanation for columns selected "

This narrative is empty.

High School Level

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

	classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	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	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in

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

Further explanation for columns selected "

This narrative is empty.

Professional Education

Characteristics

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

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

instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.				
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

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

The Tunkhannock Area School District in an ongoing fashion conducts both formal and informal conversations with professional staff concerning their professional development needs. The results of these conversations as well as administrator recommendation assist in developing the professional education plan. The information that follows is listed in a prioritized fashion.
Tunkhannock Area School District goals are to connect the instructional program of the entire district to the Pennsylvania Academic Standards.

1. Curriculum Planning and Preparation
To align the district curriculum to the Pennsylvania Academic Standards.
To utilize student performance data as a way to enhance instructional practices.
To utilize and develop strategies to increase PSSA scores within the subgroups that have not met AYP.
To implement co-teaching as a model of instruction, as it relates to special education services.

2. Classroom Environment
To explore strategies that will enable students to transition from elementary school to middle school.
To explore strategies that will enable students to transition from middle school to high school
To implement clear standards of student behavior and conduct.

3. Classroom Instruction
To utilize cooperative learning and co-teaching as strategies.
To establish clear and concise rubrics to evaluate student performance.
To enhance instruction utilizing available technology.

4. Professionalism
Effectively communicate with parents/guardians.
To work in a collaborative fashion with other school districts and Luzerne Intermediate Unit 18.

5. Policy
To continue to revise Board of Education policy so as to comply with local state and federal regulations.

6. Security/Safe Environment
To establish a security procedure that will be enhanced a safe environment through the use of technology

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

The district will look to incorporate more professional development in the area of Gifted Education. The 2015/2016 school year has changed how gifted services are delivered to many of our students. Our Gifted Education teacher now works to co-teacher in classrooms of gifted students, focusing on the students' area of giftedness.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/24/2015 The faculty and staff of TASD were provided with three hours of online training provided by the University of Pittsburgh where a certificate was printed upon completion.

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
8/25/2015 Educators were provided with 3 hours of Suicide Awareness and Prevention by the Lou Ruspi Foundation counselors
The LEA plans to conduct the training on approximately:
8/29/2016 Additional hour of Suicide Awareness and updates will be given to faculty during an in-service prior to start of the 2016/2017 school year.

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

Questions
The LEA has conducted the training on:
8/25/2015 3 hours of training was provided to all teachers by the Child Advocacy Center during an in-service prior to the start of the school year.
The LEA plans to conduct the training on approximately:
8/29/2016 An additional 2 hours of training will be conducted during an in-service prior to the start of the 2016/2017 school year.

Strategies Ensuring Fidelity

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

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

The district seeks to ensure fidelity through the following:
The district provides clear and concise expectations for teacher practice and performance.
The district provides teacher input into all professional development opportunities .
 The district provides financial resources for out of district professional opportunities.
The district provides professional development opportunities based upon good needs for student learning.

 building district administrators participate in and often share the professional development activities happening in their buildings. Professional development activities are selected based upon student performance on state assessments, as well as teacher feedback on recently adopted or potential initiatives. The district initiatives had been formulated with teacher and administrative input. we have been able to determine through data analysis professional development is needed to further enhance student learning opportunities and teacher practice. Student report cards have been revised to reflect the ongoing nature of our curriculum development and assessment practices.

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

All strategies to ensure fidelity in the implementation of professional development programs are used.

Induction Program

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

- Inductees will assign challenging work to diverse student populations.

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

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

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

- Inductees will effectively navigate the Standards Aligned System website.

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

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

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

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

The district assigns a paid mentor to each new staff member. Through this prescribed program the new teacher is provided a thorough and complete induction to the district. Each new teacher must meet with all district administrators to ensure that they understand the role of each of the administrators. This prescribed induction plan encompasses a full year for the teacher to become aware of all district policies procedures and initiatives. Monthly meetings are held with topics that are of importance to the new teachers: special education, data analysis, classroom management, etc. The teacher keeps a journal of their experiences and submits that with their induction materials to district administrators at the conclusion of their first year. The district also assigned a mentor to teachers assigned to a new content area after having been an employee of the district. This ensures a smooth transition both for the teacher to the new position and to the students at their respective grade level.

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

The Tunkhannock Area School District Teacher Induction Program incorporates all best practices as outlined above.

Needs of Inductees

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

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

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

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

The district administrators, specifically superintendent and assistant superintendent meet with the new personnel/inductee on a monthly basis. These open discussions allow district administration to revise the induction plan if necessary based upon the experiences and needs of the new personnel/inductee. During these meetings areas of common concern are discussed with district administration. This format allows a plan to be formed of new teachers hired by the district on a yearly basis.

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

The Tunkhannock Area School District's Teacher Induction Program is comprised of monthly meetings with administrators, guest speakers, mentors, and inductees. There is open dialog and discussion as to what the needs are of the inductees. If the need is common among the inductees, there is a plan put in place to address the needs. If the need is

individual, a plan is developed with the help of the building administrator and mentor. With the constant feedback throughout the Induction Program, a survey has not been utilized.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- The above characteristics are those that the Tunkhannock Area School District seeks for our Mentors.

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

The district seeks the advice and counsel of the building level administrator where the mentor will be utilized as well as incorporates the advice and counsel of department members within the building for selecting mentors. The mentors must be willing to accept responsibilities as outlined in the induction guide to be nominated for the position by the building administrator. District administration recommends candidates for mentors to the Board of Education for final approval. The district utilizes federal funds for professional development to pay the selected mentors thus there is no financial burden on the district for this important position.

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

Requiring that a new teacher partner with a mentor teacher that has the same schedule is not always possible or in the best interest of the new teacher. Although we are not able to do this for all new teachers, it is a characteristic that is considered when matching new teachers with their mentors.

Induction Program Timeline

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

learners						
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

The Tunkhannock Area School District provides a broad variety of topics that are discussed at Mentor meetings. The above topics are not all inclusive of the topics discussed.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Building administrators and district personnel annually review the induction guide. This review along with the input of the current inductees is used to formulate/revise induction program. District mentors are consulted on a routine basis to determine whether or not the guide needs to be revised. This annual process has been most helpful in assuring the district that both the inductee in the mentor have the resources necessary to fulfill their professional responsibilities.

Recording Process

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

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

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

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

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

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

Special Education

Special Education Students
Total students identified: **371**

Identification Method

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

The Tunkhannock Area School District (TASD) utilizes the discrepancy model when identifying students with specific learning disabilities. The discrepancy model is a significant or severe discrepancy between achievement and intellectual ability in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, oral reading fluency, mathematical calculations or mathematic reasoning. The discrepancy cannot be a result of sensory dysfunction, intellectual and/or developmental disability, emotional disturbance, environmental, cultural, economic disadvantage or lack of instruction. This information is gained through a multidisciplinary evaluation.

Prior to conducting a multidisciplinary evaluation to determine whether or not a student has a specific learning disability, a team of professionals examines collected data to recommend researched-based interventions. Additional data is collected while interventions are implemented. A students's failure to make progress, despite intensive interventions, may prompt the team to consider a comprehensive evaluation. A comprehensive evaluation is conducted by the Multi-disciplinary Team, which includes: school psychologist, general education teacher(s), related service providers, and parents/guardians/student. An evaluation team meeting is then scheduled to determine if a severe discrepancy exists between achievement and intellectual ability in any of the above areas.

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: http://penndata.hbg.psu.edu/BSEReports

Currently, the TASD does not have any significant disproportionalities.

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?

EIHAB (Empower, Instruct, Habilitate, Assist, Better) Human Services is a private residential rehabilitation institution that exists within the physical boundaries of TASD. Minimally, the TASD maintains monthly contact with personnel from EIHAB Human

Services. The first of each month, a Notice of Service brochures, outlining the screening and evaluation process is sent to EIHAB. The TASD meets its obligation under Section 1306 of the Public School Code as a host district. When a child is admitted to EIHAB Human Services, a Notification of Admission is sent to the TASD Office of Child Accounting and the Director of Special Education. Upon enrollment, a request for records is sent to the student's previous school district. Upon receipt of the child's Individualized Education Program (IEP) from the former school district, a Notice of Recommended Educational Placement (NOREP) is issued and the IEP is implemented. Within 30 days, the IEP team is convened to review/revise the IEP and to determine the least restrictive environment (LRE) for the child to receive a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Infrequently, the TASD has difficulty receiving the most current IEP, especially if the child is transient. Also, many students are discharged either before the IEP is received and/or the IEP team is convened.

At present, there are no students receiving educational services at the TASD. However, TASD and LIU 18 have and will continue to provide services as appropriate.

Facility Name/Address: EIHAB 1200 SR 92   Tunkhannock, PA   18657

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).

Minimally, the TASD maintains monthly contact with personnel from the Wyoming County Correctional Facility. The first of each month, Notice of Service brochures outlining the screening and evaluation process are sent to the correctional facility. To be certain that the TASD is locating all incarcerated students who are eligible for specially designed instruction (SDI), a system has been implemented of notifying the Director of Special Education of incarcerated students who currently meet the requirements of services under the Individuals with Disabilities Education Act (IDEA). Each incarcerated student is given a form to state whether he/she has a disability and if he/she wants educational services (if over the age of 17), as well as the listing the last school of attendance. The TASD requests records from the last known school of attendance and assigns a teacher. An IEP meeting is scheduled as soon as possible.

Facility Name/Address: Wyoming County Correctional Facility   10 Stark Street Tunkhannock, PA 18657

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.

Procedures

The Tunkhannock Area School District (TASD) always considers first, the least restrictive environment to ensure that, to the maximum extent possible, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the general education environment occurs only when the education in that setting with supplementary aids and services, cannot be achieved satisfactorily. Supplementary aids and services may include but are not limited to: curriculum adaptations / accommodations / modifications; differentiated instruction; various forms of technology; co-teaching; behavior management plans; utilization of a resource room; 1:1 personal care assistants; social work services; related services providers including paraprofessionals, vision support, nursing services; deaf and hard of hearing support, occupational therapy, physical therapy, orientation and mobility training. The IEP team discusses the supplementary aids and services needed to support the student in a variety of settings considering the least restrictive environment first. The IEP team then determines which setting may be the most appropriate to implement the IEP as well as for the student to make educational benefit. If a student is in need of more or less services during the year, the IEP team meets to review progress monitoring data and determine any placement or programming changes/needs. Upon the exhaustion of appropriate supplementary aids and services within the student's neighborhood school / district, the TASD will utilize the services of LIU 18,Northeastern Intermediate Unit 19 (NEIU 19), neighboring school districts, as well as private entities.

Replication of Successful Programs

The TASD works collaboratively with LIU 18 and the Pennsylvania Training and Technical Assistance Network (PaTTAN) to enhance programming needs to students and professional development to staff in the areas of differentiated instruction, inclusionary practices, co-teaching model, behavior interventions, non-violent crisis intervention and other technical assistance as necessary. The LIU 18 is providing ongoing support in the implementation of the Competent Learner Model in our new autistic support class. PaTTAN has provided

numerous hours of training and guidance in the area of Multi-Tiered Systems of Support (MTSS) [(formerly known as Response to Instruction and Intervention (RTII)]. Because of their encouragement and support, the TASD's MTSS initiative is now K-12.

SPP/Educational Environments
The TASD did not meet the target for students in other settings (TASD-4.3%; SPP-3.3%). The TASD regularly examines its continuum of services to decrease the number of students educated in other settings. In the past year, the TASD has created an elementary autistic support classroom and has added another elementary emotional support classroom. These two classrooms have had a positive impact on decreasing the number of students educated in other settings. The TASD is a geographically large school district with four small elementary schools. Secondary to few students with low incidence disabilities such as severe autism, emotional disturbance and intellectual disabilities, and given the mindfulness to be fiscally responsible, three of the four elementary schools house a classrroom to support one of the aforementioned disabilities. If needed, elementary students with low incidence disabilities are transported to the elementary school in which their IEP can be best implemented. Currently, 13 of our students travel to a neighboring elementary school, but are still able to remain in the TASD. However, there are other students that are placed out of district by the courts or because all of the in-district supports and services have been exhausted. Currently, the TASD has 22 students in other educational settings outside of the school district.

Behavior Support Services

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

The TASD uses a Schoolwide Positive Behavior Support (SWPBS) approach to discipline. SWPBS is based on preventative practices that emphasize teaching and reinforcing expected student behaviors. All students, faculty, and staff receive ongoing training on appropriate behavior and expectations. Explicit instruction in the expected student behaviors occurs at the start of the school year and is reinforced throughout the year. Positive reinforcement for demonstrating expected behaviors is given at the individual, class, and building level. Faculty and staff recognize students for positive behavior throughout our District. Each individual building within TASD has implemented a modified version of the school (district) wide program to meet the needs of the students in each building. The elementary and middle schools participate in individual building-wide incentives for positive behavior. At the elementary level, students earn rewards such as verbal praise, Tiger Paws and other incentives when they follow the school's expectations (RESPECT, RESPONSIBILITY, CARING, TRUSTWORTHINESS, CITIZENSHIP). Building-wide assemblies occur quarterly to recognize

student achievements. At the middle school level, a variety of incentives in the form of assemblies occur throughout the year.

In all buildings, our school counselors work with individuals/groups of students for social, emotional and positive support interventions. Also district-wide, a contracted social worker provides individual and group counseling for students in our emotional support programs as well as other students referred for this service. In addition, a contracted drug and alcohol counselor provides confidential counseling for those referred (with parent consent). At the TASD Middle School, the TASD works cooperatively with the LIU 18 to provide more intensive support through our School-Based Behavior Health program (SBBH). Services are provided within the building by a team of counselors / therapists and a psychiatrist employed through the LIU 18. The TASD provides space for the SBBH throughout the calendar year. The therapists make regular home visits and conduct family therapy in the home. The psychiatrist connected to the SBBH program is on the TASD campus monthly to evaluate students, check medication, and/or meet with students/parents.

All Emotional Support teachers, at least one administrator in each building, and all paraprofessionals regardless of his/her position are trained in non-violent crisis intervention. Staff trained in non-violent crisis intervention have the skills they need to confidently and safely de-escalate potentially dangerous situations as well as strengthen behaviors which are incompatible with crisis behaviors. Staff trained in non-violent crisis intervention intervene using an effective approach designed to prevent or reverse momentary escalation and avoid restraint. As a last resort, if a student is a danger to himself/herself or others, trained staff are able to manage these behaviors using physical procedures that are safe, effective, and brief. Hopefully, the future likelihood of behavioral crises is reduced. The initial training is 12-16 hours and the yearly refresher training 8-10 hours.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

1. If the TASD has difficulty ensuring FAPE for an individual student or a particular disability category, the Director of Special Education analyzes the entire population of identified students, current available supports, and current available services. The Director

of Special Education communicates with the Superintendent if there is an identified need to add to special education supports and services. The Superintendent then presents this information to the School Board. For example, in February 2015, the TASD added an additional emotional support classroom at the elementary level to accommodate the needs of our growing population in this particular disability category.

2. The TASD has very successful K-12 learning support, life skills support, and emotional support services. An elementary autistic support classroom for students with severe autism was recently added to the continuum of services with the plan of creating that same support at the middle school level for the 2016-2017. A number of our students require more intensive programming found in both school-based and center-based partial hospitalization programs. The TASD utilizes the school-based partial hospitalization programs in neighboring school districts. The LIU 18 and Children's Service Center both have center-based partial hospitalization programs that we access. The TASD utilizes interagency collaboration for hard to place students. Working collaboratively with Children's Service Center helps parents to feel supported during and after school hours. The TASD works with the following agencies on a regular basis to assist in supporting hard to place students: LIU 18 Interagency Coordinator, Wyoming County Children and Youth, EIHAB, Juvenile Probation, Wyoming County Special Needs Associaltion, MH/DS CAASP Coordinator, Northeast Human Services (NHS), Children's Service Center, and is open to working with any other agency with which a student may be involved.

3. It is the belief of the TASD that all students with disabilities should have the opportunity to be educated in their home school district. The TASD evaluates its special education programs on an ongoing basis. As students are identified, students move in and out of the district, and initiatives change, special education programming ajusts to meet the needs of our students. The TASD intends to move the autistic support program into the middle school and eventually into the high school. The TASD is always searching for additional programs that will provide a complementary range of services not only for our students, but the families and the TASD community as well.

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.

In compliance with Part 300 of the Individuals with Disabilities Education Act Federal Regulations and PA Chapter 14 Special Education Services and Programs State Regulations, the TASD provides each student with a disability an equal opportunity to participate in and obtain an education in the least restrictive environment with the needed related services and/or accommodations. Students with disabilities are also provided with supports that are needed to participate in extracurricular activities to the maximum extent appropriate considering the student's needs and abilities. The TASD offers a full continuum of services

to at-risk and identified students under Chapters 14 and 15 of the state regulations. The TASD has exceptional special education teachers at all levels. The special education teachers exhibit a true care for children with disabilities and are always looking for ways to enhance their instruction. All of the District special education teaching staff providing direct instruction are highly qualified. Our paraprofessionals are qualified, having at least a two year degree or have reached qualified status as required by PA regulations by attaining the Pennsylvania Department of Education's Credential of Competency. The paraprofessionals are a key component at the TASD. The paraprofessionals are support for individual student(s) in the special education classroom as well as in the general education classroom. They are provided with ongoing professional development that covers a vast array of topics.

The TASD is proud of the broad continuum of services for our students with disabilities and is able to effectively support students in most disability categories within the district. We provide K-12 learning support, emotional support, and life skills support in all grades with all levels of support (itinerate, supplemental, and full-time).   The TASD utilizes a continuum of services as outlined in the Pennsylvania Chapter 14 guidelines, and are committed to building programs that benefit all learners, whether they need a more inclusive setting or a more restrictive environment. These programs begin at the Elementary level and continue up until the time that the students transition to adulthood. Each year, existing programs are evaluated to meet the changing needs of our students. Although the district supports the majority of our students with autism in our general education classrooms with varying levels of learning/life skills/emotional support, the TASD most recently added an elementary autistic support classroom for our students on the spectrum with more severe needs. It is only natural to add autistic support to the middle school as the students in the elementary autistic support program transition. The TASD is continually working very hard to build programs that benefit the students that have been identified as having specific learning needs. The TASD also provides a full range of related services, some of which are contracted outside the district. Within the district, the TASD employs 3 speech/language therapists, 1.75 occupational therapists, and 32 paraprofessionals. All of the teachers and paraprofessionals in our emotional and autistic support classrooms receive yearly training in non-violent crisis intervention, a crisis prevention/de-escalation program. The team, in the autistic support classroom, receives ongoing support from the LIU 18 in the Competent Learner Model for teaching children with autism.

Another highlight of the special education services and programs at TASD is our transition programs/activities. The TASD employs a full-time Transition Specialist who works hand in hand with our special education teachers, parents, community businesses and agencies to provide activities tailored to each individual student identified with a disability who is of transition age. The goal of the TASD is to provide a seamless transition from school age to adulthood. We are most proud of our Tiger House program which seeks to provide emotional, social and academic support not only for our most challenged students, but also for those students seeking to enter the workforce upon graduation. This program seeks to

encompass and incorporate a transition program to the local community when the students leave the K-12 environment, they have a functional skill set to asist students in entering the work force, furthering their education, and/or independent living.

The TASD utilizes funds available through the School Based Access Program. The TASD relies heavily on these funds to continue to enhance the special education programming for students K-12, identified with a disability. Because of these funds, the TASD is able to purchase supplementary aids to further support students. Also, the School Based Access program has allowed the TASD to purchase technology, software programs, and differentiated curriculum materials for student use. Some of the professional development training that was needed, but not budgeted for, was able to occur because of these funds. All of the materials needed for the new elementary autistic support classroom were bought using Access funds.

The TASD's Multi-Tiered Systems of Support Program (formerly RtII) in grades K through 8 is a strong support program available to all students primarily in the area of Reading. This is a three-tiered system that is used to support students in the classroom or through pullout services via strategic or intensive support. In strategic and intensive tiers, faculty and staff work with individual or small groups of students for a specified amount of time per week. Fall, winter and spring reading assessments are administered to all students in grades K-8. Aimsweb, a computerized data analysis and progress monitoring system, allows for the collection of data and appropriate monitoring of student progress. In addition, the TASD has developed its own data warehouse that provides for data entry and analysis from the time a child enters Kindergarten. Each building has a core team that meets regularly to review student data and determine individual programming. When appropriate, students are moved through the tiers based on the data and recommendation of team members. Students needing intensive support are instructed in groups that have no more than three students. This year, in grade 5, a Multi-Tiered Systems of Support framework in the area of Mathematics has been piloted and will begin in other grades in the 2015-2016 school year. Additionally, Grade 5 was awarded the Hybrid Learning Grant. Hybrid learning is an educational model that combines research based methods of instruction with technology tools to provide a more individualized learning environment. Instructional material is differentiated to appeal to the unique learning preferences of each individual student.

During the Summer of 2014, the TASD piloted a social skills group program. The group consisted of several students identified with higher functioning autism and several students without disabilities. A small committee made up of the Director of Special Education, 2 parents, an occupational therapist, and a student with autism outlined three specific outings to promote positive interactions with the community and each other. The program consisted of a instructional session directly related to an outing that followed. On three separate dates, students: 1) ordered a meal at Subway, ate in a park, and waded in the stream 2) engaged in healthy activities of walking, swimming, tennis, and yoga 3) visiting a butterfly house, wrote conversation starters, and went to a restaurant to order, socialize

and pay for their meals. Each activity provided for various social demands on the part of the student when immersed in a variety of different social contexts. Particular attention was paid to the design and implementation of these activities in order to meet the overall goal of increasing each student's social participation. Parents were involved in a preliminary meeting of the summer social club and completed an inventory of their child's social skills to help set the foundation for our group approach. Several faculty members volunteered their time and the parents (although not allowed to attend) were pleased to have such a program. Many of the students had just finished Grade 8 and were preparing to enter high school. An unexpected benefit to the program was that these new "Freshmen" made some high school friends and had a friendly face or two on their first day of high school. Throughout September and October, students asked regularly about the "next" trip and although the TASD applied for the Natural Peers Support grant, we were not a recipient. However, several faculty members took the initiative as part of the Differentiated Supervision Model to create a social club, open to all students, that meets every other week during a built in activity period. The students plan all of the activities and continue to make new friends each time the club meets. The social group is certainly in its infancy, but the students have definitely learned life skills such as self advocacy, self initiative in activities and relationship building.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

- School Rules (in compliance with § 12.3)

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

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

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

- Freedom of Expression (in compliance with § 12.9)

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

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

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

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

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

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

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

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

- Acceptable Use Policy for Technology Resources

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

Special Education Assurances

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

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

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

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

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

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Wyoming County Correctional Facility	Incarcerated	Tunkhannock Area School District	0
EIHAB	Nonresident	EIHAB and Tunkhannock Area School District	5

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Scranton School for Deaf and Hard of Hearing	Approved Private Schools	Hearing Support	1
Children's Service Center	Special Education Centers	Center-based Partial Hospitalization/Emotional Support	5
Elk Lake School District	Neighboring School Districts	Multiple Disabilities Support	3
Elk Lake School District	Neighboring School Districts	School-based Partial Hospitalization/Emotional Support	1
Lyndwood Learning Center	Special Education Centers	Partial Hospitalization	1
Foundations Behavioral Health	Special Education Centers	Emotional Support	1
Mountain View School District	Neighboring School Districts	School-based Partial Hospitalization/Emotional Support	2
Devereux Leo Kanner Learning Center	Approved Private Schools	Autistic Support	1
New Story	Special Education Centers	Autistic Support	3
NHS Autism School	Special Education Centers	Autistic Support	2
NEIU 19 SOARS Program	Other	Autistic Support	1
Lakeview Residential/Mifflin County School District	Other	Autistic Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 10, 2015

Average square feet in regular classrooms: 840 sq. ft.

Square footage of this classroom: 840 sq. ft. (28 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Evans Falls	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 10	6	0.5
Evans Falls	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	7 to 10	6	0.5

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 840 sq. ft.

Square footage of this classroom: 840 sq. ft. (28 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Evans Falls	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 10	6	0.5
Evans Falls	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 10	6	0.5

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 840 sq. ft.
Square footage of this classroom: 840 sq. ft. (28 feet long x 30 feet wide)
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Evans Falls	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	10	0.75
Evans Falls	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	5	0.25

Program Position #4 - Proposed Program
>*Operator:* School District
>**PROPOSED PROGRAM INFORMATION**
>>*Type:* Position
>>*Implementation Date:* July 1, 2015
>>*Average square feet in regular classrooms:* 840 sq. ft.
>>*Square footage of this classroom:* 840 sq. ft. (28 feet long x 30 feet wide)
>**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Evans Falls	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	30	0.5
Justification: Speech caseload-students outside the age range do not receive services together.							
Mill City	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	20	0.3
Justification: Speech Caseload-Students outside the age range do not receive services together.							
Tunkhannock Are High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 18	10	0.2

Program Position #5 - Proposed Program
>*Operator:* School District
>**PROPOSED PROGRAM INFORMATION**
>>*Type:* ClassandPosition
>>*Implementation Date:* July 1, 2015
>>*Average square feet in regular classrooms:* 900 sq. ft.
>>*Square footage of this classroom:* 900 sq. ft. (30 feet long x 30 feet wide)
>**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Roslund	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	10	0.75
Roslund	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	3	0.25

Program Position #6 - Proposed Program
  Operator: School District
  PROPOSED PROGRAM INFORMATION
    Type: ClassandPosition
    Implementation Date: July 1, 2015
    Average square feet in regular classrooms: 900 sq. ft.
    Square footage of this classroom: 900 sq. ft. (30 feet long x 30 feet wide)
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Roslund	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	10	0.75
Roslund	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	3	0.25

Program Position #7 - Proposed Program
  Operator: School District
  PROPOSED PROGRAM INFORMATION
    Type: ClassandPosition
    Implementation Date: July 1, 2015
    Average square feet in regular classrooms: 900 sq. ft.
    Square footage of this classroom: 900 sq. ft. (30 feet long x 30 feet wide)
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Roslund	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 9	3	0.25
Roslund	An	A building in	Itinerant	Life	6 to 9	3	0.25

	Elementary School Building	which General Education programs are operated		Skills Support			
Roslund	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	6 to 9	6	0.5

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 900 sq. ft.

Square footage of this classroom: 900 sq. ft. (30 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Roslund	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	40	0.7
Justification: Speech Caseload-Students outside the age range do not receive services together							
Tunkhannock Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 15	15	0.3

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 960 sq. ft.

Square footage of this classroom: 960 sq. ft. (32 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mehoopany	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	10	0.75
Mehoopany	An Elementary School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	3	0.25

		operated					

Program Position #10 - Proposed Program

   Operator: School District

   PROPOSED PROGRAM INFORMATION

     Type: ClassandPosition

     Implementation Date: July 1, 2015

     Average square feet in regular classrooms: 960 sq. ft.

     Square footage of this classroom: 960 sq. ft. (32 feet long x 30 feet wide)

   PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mehoopany	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	10	0.75
Mehoopany	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	3	0.25

Program Position #11 - Proposed Program

   Operator: School District

   PROPOSED PROGRAM INFORMATION

     Type: Position

     Implementation Date: July 1, 2015

     Average square feet in regular classrooms: 960 sq. ft.

     Square footage of this classroom: 960 sq. ft. (32 feet long x 30 feet wide)

   PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mehoopany	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	40	0.7
Justification: Speech Caseload-Students outside the age range do not receive services together							
Tunkhannock Area Middle School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 14	15	0.3

Program Position #12 - Proposed Program

   Operator: School District

   PROPOSED PROGRAM INFORMATION

     Type: ClassandPosition

     Implementation Date: August 24, 2015

     Average square feet in regular classrooms: 900 sq. ft.

Square footage of this classroom: 840 sq. ft. (28 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mill City	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	10 to 13	3	1
Justification: Low Incidence Disability							

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 900 sq. ft.

Square footage of this classroom: 900 sq. ft. (30 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mill City	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	10	0.75
Mill City	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	3	0.25

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 900 sq. ft.

Square footage of this classroom: 900 sq. ft. (30 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tunkhannock Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	14	0.75
Tunkhannock Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	3	0.25

Program Position #15 - Proposed Program

 Operator: School District

 PROPOSED PROGRAM INFORMATION

  Type: ClassandPosition

  Implementation Date: July 1, 2015

  Average square feet in regular classrooms: 900 sq. ft.

  Square footage of this classroom: 450 sq. ft. (30 feet long x 15 feet wide)

 PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tunkhannock Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	18	1

Program Position #16 - Proposed Program

 Operator: School District

 PROPOSED PROGRAM INFORMATION

  Type: ClassandPosition

  Implementation Date: July 1, 2015

  Average square feet in regular classrooms: 900 sq. ft.

  Square footage of this classroom: 450 sq. ft. (30 feet long x 15 feet wide)

 PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tunkhannock Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	8	0.5
Tunkhannock Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	8	0.5

Program Position #17 - Proposed Program

 Operator: School District

 PROPOSED PROGRAM INFORMATION

  Type: ClassandPosition

  Implementation Date: July 1, 2015

  Average square feet in regular classrooms: 900 sq. ft.

  Square footage of this classroom: 450 sq. ft. (30 feet long x 15 feet wide)

 PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tunkannock Area Middle School	A Middle School Building	A building in which General Education programs are	Itinerant	Learning Support	11 to 13	14	0.8

		operated					
Tunkhannock Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	3	0.2

Program Position #18 - Proposed Program

        Operator: School District

        PROPOSED PROGRAM INFORMATION

            Type: ClassandPosition

            Implementation Date: July 1, 2015

            Average square feet in regular classrooms: 900 sq. ft.

            Square footage of this classroom: 450 sq. ft. (30 feet long x 15 feet wide)

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tunkhannock Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	16	1

Program Position #19 - Proposed Program

        Operator: School District

        PROPOSED PROGRAM INFORMATION

            Type: ClassandPosition

            Implementation Date: July 1, 2015

            Average square feet in regular classrooms: 900 sq. ft.

            Square footage of this classroom: 450 sq. ft. (30 feet long x 15 feet wide)

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tunkhannock Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	13	0.8
Tunkhannock Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	3	0.2

Program Position #20 - Proposed Program

        Operator: School District

        PROPOSED PROGRAM INFORMATION

            Type: ClassandPosition

            Implementation Date: July 1, 2015

            Average square feet in regular classrooms: 900 sq. ft.

            Square footage of this classroom: 450 sq. ft. (30 feet long x 15 feet wide)

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tunkhannock Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	12	0.8
Tunkhannock Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	3	0.2

Program Position #21 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* ClassandPosition
> > *Implementation Date:* July 1, 2015
> > *Average square feet in regular classrooms:* 900 sq. ft.
> > *Square footage of this classroom:* 900 sq. ft. (30 feet long x 30 feet wide)
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tunkhannock Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 12	9	0.6
Tunkhannock Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 12	4	0.4

Program Position #22 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* ClassandPosition
> > *Implementation Date:* July 1, 2015
> > *Average square feet in regular classrooms:* 900 sq. ft.
> > *Square footage of this classroom:* 770 sq. ft. (35 feet long x 22 feet wide)
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tunkhannock Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 15	8	0.6
Tunkhannock Area Middle School	A Middle School Building	A building in which General	Supplemental (Less Than 80% but More Than	Emotional Support	13 to 15	3	0.2

		Education programs are operated	20%)				
Tunkhannock Area Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	13 to 15	3	0.2

Program Position #23 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* ClassandPosition
> > *Implementation Date:* July 1, 2015
> > *Average square feet in regular classrooms:* 900 sq. ft.
> > *Square footage of this classroom:* 500 sq. ft. (25 feet long x 20 feet wide)
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tunkhannock Area Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	10 to 14	10	1

Program Position #24 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* ClassandPosition
> > *Implementation Date:* July 1, 2015
> > *Average square feet in regular classrooms:* 900 sq. ft.
> > *Square footage of this classroom:* 900 sq. ft. (30 feet long x 30 feet wide)
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tunkhannock Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	12	0.8
Tunkhannock Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	3	0.2

Program Position #25 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* ClassandPosition
> > *Implementation Date:* July 1, 2015
> > *Average square feet in regular classrooms:* 900 sq. ft.

Square footage of this classroom: 600 sq. ft. (30 feet long x 20 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tunkhannock Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	10	1

Program Position #26 - Proposed Program

        Operator: School District

        PROPOSED PROGRAM INFORMATION

            Type: Position

            Implementation Date: July 1, 2015

            Average square feet in regular classrooms: 900 sq. ft.

            Square footage of this classroom: 900 sq. ft. (30 feet long x 30 feet wide)

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tunkhannock Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	15	0.9
Tunkhannock Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	2	0.1

Program Position #27 - Proposed Program

        Operator: School District

        PROPOSED PROGRAM INFORMATION

            Type: Position

            Implementation Date: July 1, 2015

            Average square feet in regular classrooms: 900 sq. ft.

            Square footage of this classroom: 900 sq. ft. (30 feet long x 30 feet wide)

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tunkhannock Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	15	0.8
Tunkhannock Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	3	0.2

Program Position #28 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

> *Type:* Position
> *Implementation Date:* July 1, 2015
> *Average square feet in regular classrooms:* 900 sq. ft.
> *Square footage of this classroom:* 900 sq. ft. (30 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tunkhannock Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	16	1

Program Position #29 - Proposed Program

> *Operator:* School District

PROPOSED PROGRAM INFORMATION

> *Type:* Position
> *Implementation Date:* July 1, 2015
> *Average square feet in regular classrooms:* 900 sq. ft.
> *Square footage of this classroom:* 900 sq. ft. (30 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tunkhannock Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 17	15	1

Program Position #30 - Proposed Program

> *Operator:* School District

PROPOSED PROGRAM INFORMATION

> *Type:* Position
> *Implementation Date:* July 1, 2015
> *Average square feet in regular classrooms:* 900 sq. ft.
> *Square footage of this classroom:* 900 sq. ft. (30 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tunkhannock Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	13	0.8
Tunkhannock Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	4	0.2

Program Position #31 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 900 sq. ft.

Square footage of this classroom: 900 sq. ft. (30 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tunkhannock Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 18	14	0.9
Tunkhannock Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	2	0.1

Program Position #32 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 900 sq. ft.

Square footage of this classroom: 900 sq. ft. (30 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tunkhannock Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 20	15	1

Program Position #33 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2015

Average square feet in regular classrooms: 900 sq. ft.

Square footage of this classroom: 700 sq. ft. (25 feet long x 28 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tunkhannock Area High School	A Senior High School Building	A building in which General Education programs are	Itinerant	Emotional Support	14 to 17	10	0.6

		operated					
Tunkhannock Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 17	5	0.4

Program Position #34 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: ClassandPosition

        Implementation Date: July 1, 2015

        Average square feet in regular classrooms: 900 sq. ft.

        Square footage of this classroom: 1800 sq. ft. (30 feet long x 60 feet wide)

        Justification: Compliance for classroom location was marked as inappropriate.

        Explain any unchecked boxes for facilities questions: The classroom is a separate building used for both general education and special education vocational training. Rooms within the building are used for various training experiences as well as speech and occupational therapy

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tunkhannock Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 19	5	1

Program Position #35 - Proposed Program

    Operator: Intermediate Unit

    PROPOSED PROGRAM INFORMATION

        Type: Position

        Implementation Date: July 1, 2015

        Average square feet in regular classrooms: 900 sq. ft.

        Square footage of this classroom: 900 sq. ft. (30 feet long x 30 feet wide)

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tunkhannock Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	13 to 17	3	0.06
Tunkhannock Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	10 to 10	1	0.02

Program Position #36 - Proposed Program

    Operator: Intermediate Unit

    PROPOSED PROGRAM INFORMATION

Type: Position
Implementation Date: July 1, 2014
Average square feet in regular classrooms: 900 sq. ft.
Square footage of this classroom: 900 sq. ft. (30 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mill City Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	8 to 9	2	0.04
Roslund Elementary School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 8	1	0.02
Tunkhannock Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	15 to 17	3	0.06

Program Position #37 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition
Implementation Date: August 27, 2015
Average square feet in regular classrooms: 900 sq. ft.
Square footage of this classroom: 900 sq. ft. (30 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Tunkhannock Area School District	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 15	10	1

Program Position #38 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition
Implementation Date: August 27, 2015
Average square feet in regular classrooms: 900 sq. ft.
Square footage of this classroom: 900 sq. ft. (30 feet long x 30 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Roslund Elementary School	An Elementary	A building in which	Supplemental (Less Than 80%	Life Skills	5 to 7	10	1

	School Building	General Education programs are operated	but More Than 20%)	Support			

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District	1
School Psychologist	Roslund, Mehoopany, Middle School, High School	1
School Psychologist	Mill City, Evans Falls, Middle School, High School	1
Occupational Therapist	Evans Falls, Roslund, High School	1
Occupational Therapist	Mehoopany, Mill City, Middle School	0.75
Paraprofessional	Mehoopany	1
Paraprofessional	Evans Falls	1
Paraprofessional	Middle School	1
Paraprofessional	Roslund	1
Paraprofessional	Middle School	1
Paraprofessional	High School	1
Paraprofessional	Middle School	1
Paraprofessional	High School	1
Paraprofessional	Evans Falls	1
Paraprofessional	Middle School	1
Paraprofessional	Evans Falls	1
Paraprofessional	Mill City	1
Paraprofessional	Roslund	1
Paraprofessional	Evans Falls	1
Paraprofessional	Mill City	1
Paraprofessional	Middle School	1
Paraprofessional	High School	1
Paraprofessional	High School	1
Paraprofessional	High School	1
Paraprofessional	Evans Falls	1
Personal Care Assistant	Middle School	1
Personal Care Assistant	Mehoopany	1
Personal Care Assistant	Middle School	1
Personal Care Assistant	Middle School	1
Personal Care Assistant	High School	1
Personal Care Assistant	Middle School	1
Personal Care Assistant	High School	1
Personal Care Assistant	Evans Falls	1
Personal Care Assistant	Mehoopany	1

Personal Care Assistant	High School	1
Personal Care Assistant	Roslund	1
Personal Care Assistant	High School	1
Personal Care Assistant	Roslund	1
Personal Care Assistant	Roslund	1
Personal Care Assistant	High School	1
Paraprofessional	Mehoopany	1
Paraprofessional	Evans Falls	1
Transition Specialist	High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Social Work Services	Outside Contractor	5 Days
Itinerate Physical Therapy	Intermediate Unit	220 Minutes
Interpreter	Outside Contractor	13 Hours
Orientation and Mobility	Intermediate Unit	200 Minutes
Drug and Alcohol Counselor	Outside Contractor	5 Days
Transportation	Outside Contractor	5 Days

Needs Assessment

Record School Patterns

Question:
After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:
The district after analyzing and systematic challenges must seek to implement with fidelity on the K-12 basis RTII and schoolwide positive behavior. The districts K-4 programs have seen a tremendous amount of improvement in our scores based upon the implementation of RTII. The full implementation on the K-12 basis of both reading and math will be a substantial step towards attaining Keystone status on either the PSSA or Keystone Exams. The district must revise its math sequence to incorporate algebra one into the middle level program.
Once these items are accomplished the district has positioned itself well to meet the challenges presented both for student learning and teacher effectiveness. The district has utilized a highly effective instructional model a revise scheduling system to assure students, faculty and all stakeholders of the districts readiness to meet the challenges in the upcoming years.

District Accomplishments

Accomplishment #1:
Multi Tiered System of Supports is supported K-4. Schedule provides for 30 minutes of Tier 2 and 30 minutes of Tier 3 for grades K to 4.

Accomplishment #2:
According to eMetric, fourth grade students district wide met or exceeded the state's percentage of students scoring proficient or advanced in ELA on the PSSA's during the 2014-2015 school year.

Accomplishment #3:
According to eMetric, third grade students district wide met or exceeded the state's percentage of students scoring proficient or advanced in ELA on the PSSA's during the 2014-2015 school year.

Accomplishment #4:

Science 3 year average (PVAAS)shows significant evidence that the fourth grade ecxeeded the standard for PA academic growth

Accomplishment #5:

6th, 7th, and 8th grade showed significant evidence that they exceeded the standard for PA academic growth in Math. (PVAAS)

6th Grade: 3.4 DB

7th Grade: 4.2 DB

8th Grade: 3.1 DB

Accomplishment #6:

Literature is showing moderate evidence of exceeding the standard for PA Academic Growth at the Basic level.

Literature is showing moderate evidence of exceeding the standard for PA Academic Growth at the Proficient level.

Literature is showing evidence of meeting the standard for PA Academic Growth at the Advanced level.

Biology is showing moderate evidence of exceeding the standard for PA Academic Growth at the Basic level.

Biology is showing moderate evidence of exceeding the standard for PA Academic Growth at the Proficient level.

Biology is showing moderate evidence of exceeding the standard for PA Academic Growth at the Below Basic level.

Biology is showing moderate evidence of exceeding the standard for PA Academic Growth at the Advanced level.

District Concerns

Concern #1:

From 2014, the High School Keystone Literature results showed significant evidence that the school did not meet the standard for PA Academic Growth and has not been consistently positive over the last three reporting years in Literature with a score of -6.8.

Prioritized Systemic Challenges

Systemic Challenge #1 *(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:

From 2014, the High School Keystone Literature results showed significant evidence that the school did not meet the standard for PA Academic Growth and has not been consistently positive over the last three reporting years in Literature with a score of -6.8.

District Level Plan

Action Plans

Goal #1: 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: 2016, 2017 3-8 Math, Science, ELA PSSAs

Specific Targets: District wide 2%- 3% increase in overall student achievement within Math and ELA scores.

Type: Annual

Data Source: 2016, 2017 Keystone Exams

Specific Targets: District wide 2%-5% increase in overall student achievement within the Algebra I Keystone.

District wide 1%-2% increase in overall student achievement within the Literature Keystone.

Type: Interim

Data Source: Fall 2015, January 2016, May 2016 CDT ELA and Math Grades 5-8

Fall 2016, January 2017, May 2017 CDT ELA and Math Grades 5-8

Specific Targets: District wide--2%-5% increase in student achievement from initial baseline administration to the final administration of the assessments

Type: Interim

Data Source: Fall 2015, January 2016, May 2016 Algebra I CDT

Fall 2016, January 2017, May 2017 Algebra I CDT

Specific Targets: District wide at least 10% increase in overall student achievement from initial administration to the final administration of the assessments.

Type: Interim

Data Source: DIBELS Next-- Fall 2015, January 2016, May 2016

DIBELS Next-- Fall 2016, January 2017, May 2017

Specific Targets: District wide (K-4) 75% of all students will meet the End of Year Composite benchmarks established within the assessment.

Strategies:

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

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

SAS Alignment: Assessment, Instruction

Problem Solving Skill Building Programs

Description: WWC has reviewed a number of commercial problem solving skill building programs that have a variety of effects on achievement and behavior. (Source: http://ies.ed.gov/ncee/wwc/sitesearch.aspx?Search=Problem+Solving+Programs&website=NCEE%2FWWC&x=6&y=9)

SAS Alignment: Instruction, Materials & Resources

Integration of the Multi-tiered System of Support

Description:

Within the Tunkhannock Area School District, a team of specialized staff have been identified as Child Find & Problem Solving teams to incorporate the MTSS system beginning in Kindergarten. All Students are administered the universal screener and instructional decisions are made to ascertain the flexible groups. Progress monitoring and data collection then ensures the child's progress throughout the curriculum. As supports and interventions are administered and documented, the groups then change based on the progress of each individual. In addition to the Core curriculum, students received targeted interventions based on the adminstration of the assessments along the continuum of the academic year.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

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

Description:

The Tunkhannock Area School District recognizes the importance of using student data to drive instruction and identify student needs for intervention or acceleration.

- Tunkhannock Area School Districts meet at a minimum of 3 times per year to review various data sets.
- District wide, school, and individual MTSS groupings and interventions are determined using data such as progress monitoring and benchmark. Groupings are flexible in nature to assure that interventions are based on data and student needs.
- The District has invested in a full time data management professional that reviews and analyzes data and maintains a district warehouse.

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

Professional Development

Description:

Professional development based on identified district needs to faculty and instructional support staff to ensure that researched based best practices are used to improve student achievement.

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

Implementation Steps:

Identification of and communication to district wide staff

Description:

In the three year cycle, targeted staff (one-fourth) will be identified to complete the clinical model via the Danielson Framework while the remaining faculty will complete a differentiated supervision model. This rotation will be communicated each fall during in-service and building level faculty meetings.

Start Date: 9/1/2015   **End Date:** 9/30/2017

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies:

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

- Problem Solving Skill Building Programs

- Integration of the Multi-tiered System of Support

Completion of the clinical model cycle

Description:

Throughout the three year cycle, identified staff will go through the pre-conference, observation, post-conference, and unannounced walk-throughs as per the Danielson Model. Building administrators will collect evidence to support the delivery of effective instructional strategies across the content areas.

Start Date: 10/1/2015   **End Date:** 6/30/2019

Program Area(s): Professional Education, Teacher Induction, Special Education

Supported Strategies:

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

- Problem Solving Skill Building Programs

- Integration of the Multi-tiered System of Support

Targeted Professional Development

Description:

On-going professional development will be offered during in-service and Act 80 days. Professional development will be chosen and delivered based on individual and district wide needs. Professional development will include (but not limited to) K-12 effective instructional practices in literacy and math across the content areas (this includes K-12 special education populations and our district wide ESL needs). These professional development sessions target the needs of all students.

Start Date: 8/20/2015   **End Date:** 6/30/2019

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

Supported Strategies:

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

- Problem Solving Skill Building Programs

- Integration of the Multi-tiered System of Support

Targeted hybrid model

Description:

To increase student engagement, a hybrid model of instruction has been implemented in the fifth and sixth grade math classrooms. Classroom teachers involved in the implementation have received professional development on researched based instruction, coaching, and team reflection based on data collected. The data sources include Compass Learning, CDT, and PSSAs. The hybrid model encourages and supports a rotation model that enhances differentiated instruction.

Start Date: 8/10/2015   **End Date:** 6/30/2019

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

Supported Strategies:

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

- Problem Solving Skill Building Programs

- Integration of the Multi-tiered System of Support

Collection and Analysis of student data

Description:

District wide data checks are conducted three times per year to monitor student achievement, direct instruction, and to differenitate our instruction based on the data. In addition, the MTSS team collects data sources as per the needs of the student populations across the tiers. Progress monitoring and interventions are identified and delivered based on the collection and interpretation of the data.

Start Date: 8/28/2015   **End Date:** 6/30/2017

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

Supported Strategies:

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

- Problem Solving Skill Building Programs

- Integration of the Multi-tiered System of Support

Cyclical Review of the Comprehensive Plan

Description:

A school wide review is conducted yearly based on the effectiveness of the practices identified within this plan. As a result, review and revision has and will continue to be conducted based on the team feedback.

Start Date: 6/30/2015   **End Date:** 6/30/2019

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

Supported Strategies:

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

- Problem Solving Skill Building Programs

- Integration of the Multi-tiered System of Support

Appendix: Professional Development Implementation Step Details

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: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Problem Solving Skill Building Programs Strategy #3: Integration of the Multi-tiered System of Support

Start	End	Title	Description
8/20/2015	6/30/2019	Targeted Professional Development	On-going professional development will be offered during in-service and Act 80 days. Professional development will be chosen and delivered based on individual and district wide needs. Professional development will include (but not limited to) K-12 effective instructional practices in literacy and math across the content areas (this includes K-12 special education populations and our district wide ESL needs). These professional development sessions target the needs of all students.

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant to the Superintendent	3.0	15	200	Various	School entity, IU, outside vendors	Yes

Knowledge	To specifically address on stage behaviors within the Danielson Framework.
Supportive Research	All professional development will be offered based on best practices and research.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation
Live Webinar
Department Focused Presentation
Professional Learning Communities
Offsite Conferences

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

| | Supt / Ast Supts / CEO / Ex Dir | | Middle (grades 6-8) |
| | | | High (grades 9-12) |

Supt / Ast Supts / CEO / Ex
Dir

School counselors
Paraprofessional
Classified Personnel
New Staff
Other educational
specialists
Related Service Personnel
Parents

Middle (grades 6-8)
High (grades 9-12)

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

LEA Goals Addressed: **Establish a district system that fully ensures   Strategy #1: Data Analysis Procedures,**

the consistent implementation of effective instructional practices across all classrooms in each school.	Data-Informed Instruction, Data Teams & Data Warehousing
	Strategy #2: Problem Solving Skill Building Programs
	Strategy #3: Integration of the Multi-tiered System of Support

Start	End	Title	Description
8/10/2015	6/30/2019	Targeted hybrid model	To increase student engagement, a hybrid model of instruction has been implemented in the fifth and sixth grade math classrooms. Classroom teachers involved in the implementation have received professional development on researched based instruction, coaching, and team reflection based on data collected. The data sources include Compass Learning, CDT, and PSSAs. The hybrid model encourages and supports a rotation model that enhances differentiated instruction.

Person Responsible	SH	S	EP	Provider	Type	App.
Classroom teachers, building administrators	6.0	50	10	IU, School Entity, Deliker	School Entity, IU, Deliker	Yes

Knowledge	Best practices in student engagement and differentiated instruction

Supportive Research	The hybrid model is both research based as well as a best practice.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

	Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops Live Webinar Department Focused Presentation Professional Learning Communities Offsite Conferences

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Paraprofessional	**Grade Levels**	Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities		Team development and sharing of content-area lesson implementation outcomes, with	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and

involvement of administrator and/or peers

    Analysis of student work, with administrator and/or peers

    Creating lessons to meet varied student learning styles

    Peer-to-peer lesson discussion

    Lesson modeling with mentoring

    Joint planning period activities

    Journaling and reflecting

standards, classroom environment, instructional delivery and professionalism.

    Student PSSA data

    Standardized student assessment data other than the PSSA

    Classroom student assessment data

    Participant survey

    Review of participant lesson plans

    Review of written reports summarizing instructional activity

    Portfolio

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

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

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

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

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

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

Affirmed by Philip Farr on 5/1/2015

Board President

Affirmed by Michael Healey on 4/30/2015

Superintendent/Chief Executive Officer