

Old Forge SD

District Level Plan

07/01/2018 - 06/30/2021

District Profile

Demographics

300 Marion St
Old Forge, PA 18518-1692
570-457-6721
Superintendent: Erin Keating, Ed.D.
Director of Special Education: Michelle Hopkins

Planning Process

A public invitation to participate on the District Comprehensive Strategic Plan Committee was published in the local media, including newsprint, the District's website, District's Facebook & Twitter accounts. Email invitations were sent to the District's faculty, staff, and the Old Forge Community. Students were invited through school announcements.

The District created space on its website (<https://ofsd.cc/office-of-the-superintendent/comprehensive-planning-process/resources/>), to post all information. This allows the public to view the process while it is ongoing.

Each meeting is using the mission, vision, and shared values to guide their work.

Superintendent Dr. Erin Keating is submitting the plan submission. An extension was approved by the PA Department of Education/Division of Planning.

The committee will meet annually throughout the duration of the plan to celebrate success and make changes where and when necessary.

Mission Statement

The mission of the Old Forge School District is to be an advocate of change and self-sustaining leader of education. We will prepare our students to be productive, responsible citizens by promoting a community-oriented school that encourages a passion for learning, fosters individual relationships, and provides a safe environment which supports individual differences. Our students will exceed academic challenges with openness, enthusiasm, and a willingness to solve problems.

Vision Statement

The Old Forge School District will be an Educational Leader for Tomorrow's Achievers, empowering our students to become productive members of a global society in the 21st century.

"Educational Leaders for Tomorrow's Achievers"

Shared Values

The Old Forge School District is committed to:

- Diversity
- Community
- Integrity
- Innovation
- Pride
- Excellence

Educational Community

Old Forge School District is a suburban K-12 district of the third class. The district is located in the Borough of Old Forge in Lackawanna County.

A superintendent of schools, an elementary principal and a high school principal, and a special education supervisor are the administrative resources supporting the tremendous efforts of teachers and students.

The district campus is comprised of two schools which together house approximately 980 students. The Old Forge Elementary School contains students from K to grade 6 and the Old Forge Jr./Sr. High School contains students in grades 7 through 12. The school district is located in an economically depressed region of the Lackawanna County valley. Over 35% of the school district's students qualify for the National School Lunch Program. Less than 2% of the school district students belong to an identified minority group. The school district receives about 40%

of its funding from the Commonwealth. Currently, the school district is in a challenged fiscal condition and future cost increases will not be able to be resolved by increasing property taxes alone. In 2018, the district residents' per capita income was \$19,228, while the median family income was \$46,152.

There is no industry within the Borough of Old Forge. There are many restaurants and pizza shops which are family owned and have been in business in the borough for generations.

Planning Committee

Name	Role
Shelly Egan	Administrator : Professional Education
Christopher Gatto	Administrator : School Wide Plan
Michelle Hopkins	Administrator : Professional Education
Erin Keating, Ed.D.	Administrator : Professional Education
Alicia Marmo-Hudak	Board Member : School Wide Plan
Megan McCabe	Board Member : Professional Education
Tiffany Lombardo	Business Representative : Professional Education
Ann McDonell	Business Representative : Professional Education
Kathy Stocki	Business Representative : Professional Education
Rick Notari	Community Representative : Professional Education
Sue Pfeiffer	Community Representative : Professional Education
Ryan Swingle	Ed Specialist - Instructional Technology : Professional Education
Chris Guida	Ed Specialist - School Counselor : Professional Education
Linda Nealon	Elementary School Teacher - Regular Education : Professional Education
Patricia Warunek	Elementary School Teacher - Regular Education : Professional Education
Wendy Cummings	High School Teacher - Regular Education : Professional Education
Lea Garcia	High School Teacher - Regular Education : Professional Education

Arianne Addesa	Middle School Teacher - Regular Education : Professional Education School Wide Plan
Aimee Thomas	Middle School Teacher - Regular Education : Professional Education
Julie Bialkowski	Parent : Professional Education
Brian Guida	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

(As per work done under the previous Superintendent: The district is in the beginning stages of mapping and aligning our curriculums to the Common Core Standards. The professional development provided to teachers in 2012/2013 provided math and ELA teachers with an introduction to the Common Core Standards. The focus of the district's professional development over the next three years will be to map and align our four main curriculums to the Common Core Standards and literacy integration. The elementary school's focus has not been on the Early Childhood Education Standards in the primary grade levels. As curriculum is revised the Early Childhood Education Standards will be included to a greater extent in the revised Planned Instruction. The district has not moved in the direction of developing alternative academic content standards.)

2019 update: The OFSD strives to have all curriculum horizontally and vertically aligned. A cycle of continuous improvement to review curriculum, simultaneous to data, is established to tweak the educational offering to meet the diverse needs of students.

Elementary Education-Intermediate Level

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

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

(As per work done under previous Superintendent: The district is in the beginning stages of mapping and aligning our curriculums to the Common Core Standards. The professional

development provided to teachers in 2012/2013 provided math and ELA teachers with an introduction to the Common Core Standards. The focus of the district's professional development over the next three years will be to map and align our four main curriculums to the Common Core Standards and literacy integration. The elementary school's focus has not been on the family and consumer science standards in the intermediate grade levels. The district has not moved in the direction of developing alternative academic content standards. As guidance curriculum is being revised the district is focusing on the American School Counselor Association for Students Standards.)

2019 update: The OFSD strives to have all curriculum horizontally and vertically aligned. A cycle of continuous improvement to review curriculum, simultaneous to data, is established to tweak the educational offering to meet the diverse needs of students.

Middle Level

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

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

(As per work done under previous Superintendent). Future school years will be devoted to mapping and aligning the high school's curriculums to the Common Core standards, literacy integration, and to the Keystone Exams. The district has not developed alternative academic content standards in reading or mathematics

2019 update: The OFSD strives to have all curriculum horizontally and vertically aligned. A cycle of continuous improvement to review curriculum, simultaneous to data, is established to tweak the educational offerings to meet the diverse needs of students.

High School Level

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

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

(As per work done under previous Superintendent). Future school years will be devoted to mapping and aligning the high school's curriculums to the Common Core standards, literacy integration, and to the Keystone Exams. The district has not developed alternative academic content standards in reading or mathematics

2019 update: The OFSD strives to have all curriculum horizontally and vertically aligned. A cycle of continuous improvement to review curriculum, simultaneous to data, is established to tweak the educational offerings to meet the diverse needs of students.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

The district has not developed, expanded or improved the existing PA academic standards in the above standard areas.

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.	Developing

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.	Developing

Processes used to ensure Accomplishment:

The district will return to developing and revising the K-12 planned instruction on an established cycle. As each content area is revised emphasis will be placed on accomplishment of identified curriculum characteristics.

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.	Developing
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.	Developing

Processes used to ensure Accomplishment:

The district will return to developing and revising the K-12 planned instruction on an established cycle. As each content area is revised emphasis will be placed on accomplishment of identified curriculum characteristics.

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

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished

The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The district will return to developing and revising the K-12 planned instruction on an established cycle. As each content area is revised emphasis will be placed on accomplishment of identified curriculum characteristics.

Cross-curricular strategies and differentiation of instruction to reach all learners are a priority focus in the district.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

The district will return to developing and revising the K-12 planned instruction on an established cycle. As each content area is revised emphasis will be placed on accomplishment of identified curriculum characteristics.

Cross-curricular strategies and differentiation of instruction to reach all learners are a priority focus in the district.

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

This narrative is empty.

Modification and Accommodations

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

Planned instruction within the Old Forge School District contains modifications and accommodations that allow all students to access and master a rigorous standards-aligned curriculum as per the SDI in the IEP or 504 Plan.

The modifications and accommodations provided to students are the result of the determination of a student's IEP team or based upon a decision by the IEP team. IEP team decisions are shared with all teachers who have a student in need of a modification and/or accommodation. These teams work with the regular education teachers to craft modifications and accommodations that allow the students the access they need to achieve success in a rigorous curriculum.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors

Unchecked Answers

- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

To ensure all teachers are implementing the district's standards-aligned curriculum with fidelity, the district superintendent, school principals and Supervisor of Special Education conduct informal and formal observations of teachers on a regular basis. All professional staff are evaluated based upon the results of numerous informal and formal classroom observations. Lesson plans are reviewed by building administrators to ensure that they are aligned with the

district's planned courses. The district strives for all teachers to differentiate instruction to meet the needs of diverse and exceptional learners.

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

The Old Forge School District will survey the teachers of the district to determine if they are interested in having a program of peer evaluation/coaching established in the future. The school district does not employ department supervisors or instructional coaches. Curriculum Coordinators are employed at all levels to oversee the implementation of the curriculum; however, they do not conduct evaluations or review lesson plans. The only district administrator is the Superintendent of Schools and he/she is jointly responsible with the building principals and Supervisor of Special Education for conducting informal observations but not the review of lesson plans.

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

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

All district teachers will be provided additional professional development in differentiated instruction to increase its utilization in all classrooms to meet student needs.

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.	Implemented in 50% or more of district classrooms

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

All district teachers will be provided additional professional development in differentiated instruction to increase its utilization in all classrooms to meet student needs.

Middle Level

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

If necessary, provide further explanation.

All district teachers will be provided additional professional development in differentiated instruction to increase its utilization in all classrooms to meet student needs. Middle level teachers will also receive professional development in flexible instructional time and other best practices found effective to meet student needs.

An "11th period" was built into the master schedule to offer enrichment and intervention for all students. Bench mark testing is used whenever possible to place students and teacher work to meet the individual student's needs.

High School Level

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

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

If necessary, provide further explanation.

All district teachers will be provided additional professional development in differentiated instruction to increase its utilization in all classrooms to meet student needs. High School level teachers will also receive professional development in flexible instructional time and other best practices found effective to meet student needs.

An "11th period" was built into the master schedule to offer enrichment and intervention for all students. Bench mark testing is used whenever possible to place students and teacher work to meet the individual student's needs.

Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

The Old Forge School District recruits teachers through media advertisements, and website advertisements. The district conducts three rounds of screenings per teaching vacancy to determine which candidates are the most qualified for the position. Teachers are assigned based upon certification. The building principals assign the most effective teachers to meet the needs of students who are struggling academically.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences,			

Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Graduation Requirement Specifics

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

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

- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in § 4.52(f).
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

Unchecked answers

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X				
Career Education and Work					X	X
Civics and Government		X				
PA Core Standards: English Language Arts		X		X		X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				X
PA Core Standards: Mathematics		X		X		X
Economics		X				
Environment and Ecology		X				X
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		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	E EI	ML	HS
Final Exams				X
Keystone Exams				X
PSSA		X	X	
PSAT				X
SAT				X
Terra Nova	X			
Curriculum Based Assessments				

Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
Study Island				
CDT		X	X	X
DIBELS Literacy	X			
DIBELS Math				

Formative Assessments

Formative Assessments	EEP	E EI	ML	HS
DIBELS	X	X		
Curriculum Based Assessments	X	X	X	X

Diagnostic Assessments

No methods or measures have been identified for Diagnostic Assessments

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Assessments are reviewed by the building principal. Committees may be established in each school in the future to review teacher-made assessments.

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.

This narrative is empty.

Collection and Dissemination

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

School level data is provided in a few different ways:

- User access granted to view student/grade/school data via web format
- Data files are stored on locally identified drive for staff access

Building principals break down assessment data gained from the PSSA and benchmark assessments. Building principals immediately share the information with grade level and department teams. Teams are then charged with crafting remediation plans to rectify any deficiencies.

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.

Based upon a review of the assessment data, teachers meet in teams to craft classroom, grade-level, and student specific remediation action plans. Currently, action plans are not submitted to or reviewed by the building principals.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	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	X	X	X	X

learning objectives.				
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.

Based upon assessment data results, building principals lead teams of teachers in analyzing the data and crafting action plans to remediate class and individual student deficiencies through instructional and if necessary, content resource modifications. This practice needs additional professional development to ensure student mastery is attained.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The school district announces the aggregate results of the PSSA to district stakeholders through a State of the District address and school board meetings. Summative individual PSSA results are shared with individual families through letters and parent-teacher conferences while all other individual summative assessment results are shared with parents at parent-teacher conferences, requested e-mails to selected parents, and at requested meetings.

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

The district plans to include aggregate PSSA/Keystone exam results on the district website. The district does not plan on including assessment results on the school calendar or in the students' handbooks. However, placing the tentative dates and/or testing schedules on/in these documents is a current strategy of the district. A district report card is created every year to inform all community stakeholders of the district's summative assessment results. Course planning guides may be an option to place aggregate summative assessment data in the future.

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.

Student achievement will continue in the schools of the Old Forge School District through the use of research-based educational practices geared towards improving student achievement. Goals for continued student achievement will continue to be crafted and action plans will be implemented annually to continue the academic progress of district students.

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
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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.)

In compliance with Title 22 PA Code Chapter 16, the Old Forge School District conducts ongoing screenings/evaluations of students who may qualify for gifted education. The screening/evaluation process includes, but is not limited to:

- IQ score
- Achievement/ability scores
- Rate of Acquisition/Retention
- Demonstrated Achievement
- Early Skill Development
- Intervening Factors Masking Giftedness
- Parent/guardian/school input

If a parent/guardian believes that a school age child may be in need of specially designed instruction, a written request may be submitted to the Old Forge School District. An evaluation will be completed upon receipt of a Permission to Evaluate form. Upon completion of a comprehensive evaluation, if the child meets the eligibility requirements, the Gifted MDT will convene to develop a Gifted Individualized Education Program (GIEP).

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

The screening of students begins in elementary school with DIBEL assessments, curriculum based assessments, and PSSA's. Students who are performing at the highest levels are located through both assessments and teacher/parent recommendation. This process moves forward with evaluations from the School Psychologists to best determine if the Gifted Criteria is met.

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

A student who is thought to be gifted is referred to the school's Child Study team. Data from the student's local assessment (DIBELS/CDTs/Report Card) and state assessments (PSSA/Keystones) and a gifted screening tool. If the team determines it to be appropriate, or a referral comes from a parent/guardian, then a Permission to Evaluate for Gifted is put into motion.

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.

Projects related to the student's areas of strength are determined at the GIEP meeting and are used to establish the program of service for students in the Gifted Program.

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
Coaching/Mentoring				
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X		
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	
RTII/MTSS	X	X		
Wellness/Health Appraisal				

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	ML	HS
Alternative Education				
Case and Care Management				
Community Liaison				
Community Services Coordination (Internal or External)				
Coordinate Plans				
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems				
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				
System Support				
Truancy Coordination	X	X	X	X
Friendship House Clinical Services	X	X	X	

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

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

Communication of Student Health Needs

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

Due to the fact that Old Forge is a one building district with enrollment of fewer than one thousand students K through 12, effective communication is maintained among Title 1, itinerant service providers such as speech, hearing, and occupational therapy, special education and general education teachers throughout the students' years in the district. Due to our size, ongoing collaboration and interaction takes place between individuals providing interventions and classroom teachers. Scheduled opportunities for collaboration include grade level meetings, child study meetings, IEP meetings for students identified for special education

services and GIEP meetings for students receiving gifted services.

Effective communication, collaboration and cooperation are also evident between the administrative and instructional staff. Principals and the Supervisor of Special Education are actively involved in the planning and monitoring of programs and services. They also serve as LEAs and are actively involved in the individual student placements and progress in special education programs.

Communication with parents occurs on an ongoing basis. Quarterly report cards, progress reports and parent/teacher conferences are also utilized to communicate with parents. Due to these open lines of communication between the home and school, positive resolution of concerns occur in a timely fashion and without a significant number of complaints.

Community Coordination

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

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

Old Forge School District has established a strong system of coordination with preschool agencies that service students with and without disabilities. Students in the district with disabilities participate in the Northeast Intermediate Unit 19 Early Intervention Program. Parents are made aware of the services this program provides through the published Annual Notice which is advertised in local newspapers as well as on the District website. In preparation for school aged children, who participate in Early Intervention, to enter the district, individual transition meetings are held. District staff participates in the scheduled meetings along with the parents. The District then conducts the necessary evaluations, identifies needed services, supports and accommodations and develops individual programs for the students. Children that participate in intervention programs provided by other local agencies would also participate in this process. Children from Early Intervention programs also participate in all other Kindergarten transition events provided by the District.

There are several pre-kindergarten programs located in the district and surrounding communities that the District coordinates with on an ongoing basis. Old Forge School District was one of the initial Lackawanna County districts to participate in a Kindergarten Transition Grant Program developed by the United Way. As part of the program district representatives were part of the Success by Six transition team which formulated consistent transition activities and experiences utilized by the stakeholders. Transition activities and experiences that were

developed and continue to be utilized in the district include: meetings with Kindergarten Teachers, Pre-K Teachers and Day Care Directors to discuss curriculum and plan effective transition events; distribution of parent information concerning registration, readiness materials and literacy activities; Move Up Day which is an opportunity for preschool and daycare students to visit their new school to see their Kindergarten classroom and meet district staff; and distribution of a Kindergarten transition booklet to introduce the students to their new school. In addition the District conducts Kindergarten registration days, Kindergarten screening to identify each child's readiness for Kindergarten and identify individual needs and hosts a Kindergarten orientation prior to the beginning of the school year for all incoming Kindergarten students and parents.

The District does not operate before or after school programs at this time. Some elementary students attend before and after childcare programs operated in the community. Open lines of communication have been established with these programs to coordinate time schedules, bus stops and other concerns.

Students at the high school level can elect to attend the Wilkes-Barre Career and Technology Center for vocational training. Students are bused by the District to CTC in order to attend their half day programs. They would have the opportunity to participate in workforce development programs as part of their CTC program. The District actively participates in all program coordination with the CTC through scheduled meetings, email and phone correspondence. Special education students also have the opportunity to participate in workforce development programs operated by Northeast Intermediate Unit 19 and other local agencies. Coordination of these programs would be handled through the IEP team.

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.

Old Forge School District has established a strong system of coordination with preschool agencies that service students with and without disabilities. Students in the district with disabilities participate in the Northeast Intermediate Unit 19 Early Intervention Program. Parents are made aware of the services this program provides through the published Annual Notice which is advertised in local newspapers as well as on the District website. In preparation for school aged children, who participate in Early Intervention, to enter the district, individual transition meetings are held. District staff participates in the scheduled meetings along with the

parents. The District then conducts the necessary evaluations, identifies needed services, supports and accommodations and develops individual programs for the students. Children that participate in intervention programs provided by other local agencies would also participate in this process. Children from Early Intervention programs also participate in all other Kindergarten transition events provided by the District.

At the present time the District does not operate a pre-kindergarten program nor does it contract with community agencies to provide the service.

There are several pre-kindergarten programs located in the district and surrounding communities that the District coordinates with on an ongoing basis. Old Forge School District was one of the initial Lackawanna County districts to participate in a Kindergarten Transition Grant Program developed by the United Way. As part of the program district representatives were part of the Success by Six transition team which formulated consistent transition activities and experiences utilized by the stakeholders. Transition activities and experiences that were developed and continue to be utilized in the district include: meetings with Kindergarten Teachers, Pre-K Teachers and Day Care Directors to discuss curriculum and plan effective transition events; distribution of parent information concerning registration, readiness materials and literacy activities; Move Up Day which is an opportunity for preschool and daycare students to visit their new school to see their Kindergarten classroom and meet district staff; and distribution of a Kindergarten transition booklet to introduce the students to their new school. In addition the District conducts Kindergarten registration days, Kindergarten screening to identify each child's readiness for Kindergarten and identify individual needs and hosts a Kindergarten orientation prior to the beginning of the school year for all incoming Kindergarten students and parents.

All of the above help to provide a smooth transition from Early Intervention, Pre-K and Day Care programs and sets the tone for a successful Kindergarten transition and positive school experience.

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.

Resources are reviewed by administrators and faculty members before they are adopted by the Board of Education to ensure that they are aligned to the planned course objectives and the PA state standards.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

Resources are reviewed by administrators and faculty members before they are adopted by the Board of Education to ensure that they are aligned to the planned course objectives and the PA state standards.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Resources are reviewed by administrators and faculty members before they are adopted by the Board of Education to ensure that they are aligned to the planned course objectives and the PA state standards.

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

Provide explanation for processes used to ensure Accomplishment.

Resources are reviewed by administrators and faculty members before they are adopted by the Board of Education to ensure that they are aligned to the planned course objectives and the PA state standards.

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 less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms

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

	classrooms
School Climate	Not Applicable

Further explanation for columns selected "

The district's teachers were provided with an overview of SAS tools and resources in previous years. Most teachers are currently not using SAS tools at this point in time. SAS tools will be a priority in future years after teachers receive formal training in differentiating instruction. Teachers are not using SAS activities associated with school climate, alternate academic content standards and American School Counselor Association standards at this time.

Elementary Education-Intermediate Level

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

Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Not Applicable

Further explanation for columns selected "

The district's teachers were provided with an overview of SAS tools and resources in previous years. Most teachers are currently not using SAS tools at this point in time. SAS tools will be a priority in future years after teachers receive formal training in differentiating instruction. Teachers are not using SAS activities associated with school climate, alternate academic content standards and American School Counselor Association standards at this time.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of

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

Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Not Applicable

Further explanation for columns selected "

The district's teachers were provided with an overview of SAS tools and resources in previous years. Most teachers are currently not using SAS tools at this point in time. SAS tools will be a priority in future years after teachers receive formal training in differentiating instruction. Teachers are not using SAS activities associated with school climate, alternate academic content standards and American School Counselor Association standards at this time.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of

	district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Not Applicable

Further explanation for columns selected "

The district's teachers were provided with an overview of SAS tools and resources in previous years. Most teachers are currently not using SAS tools at this point in time. SAS tools will be a priority in future years after teachers receive formal training in differentiating instruction. Teachers are not using SAS activities associated with school climate, alternate academic content standards and American School Counselor Association standards at this time.

Early Warning System

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

Not answered

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X
District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

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

The district conducts a regular needs assessment to determine the professional development needs and interests of the faculty. Student assessment data is analyzed to determine the priority of the professional development activities. Yearly professional development action plans are developed based upon student assessment results from the PSSA and benchmark data analysis. Professional development action plans are crafted with the support of IU #19 personnel.

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

The District needs to provide professional development trainings to ensure that teachers use appropriate assessment techniques to measure student attainment of the academic standards, to help administrators create a culture of teaching and learning, to help administrators effectively manage resources and to empower teachers to work effectively with parents and community partners. These are secondary goals for teachers as the district's main priority will be providing professional development for teachers focused on aligning the curriculums to the Common Core standards and using differentiated instructional activities.

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:
12/1/2018 Date of Completion.
The LEA plans to conduct the required training on approximately:
2/4/2019 Staff will complete Act 126 Training.
5/3/2019 Staff will complete Act 126 Training.

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:
1/19/2015 Staff Completed Training Hours for Suicide Awareness, Act 71.

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:
1/19/2015

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- 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 conducts a professional development needs assessment on a regular basis. Teacher survey and student assessment data are analyzed to determine the professional development needs of the faculty.

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

More ongoing support for educators is needed between professional development sessions. Internal personnel and IU personnel have provided the vast majority of the district's professional development. The district must develop a systematic process to ensure that providers can meet district professional development needs. Providers are evaluated after the professional development but not beforehand. A rubric needs to be crafted to evaluate different professional development activities and an implementation evaluation must be done prior to commencing professional development activities.

Induction Program

Checked answers

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

Unchecked answers

None.

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

District employees go through the induction program provided by the Intermediate Unit. In addition local requirements have been established to assist the inductees during the induction period. These include the assigning of mentors who work closely with the new teachers and meet with them on an ongoing basis to address the identified goals/objectives listed above, as well as, problems and areas of concern. Inductees are also required to participate in professional development opportunities provided by the district.

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

This narrative is empty.

Needs of Inductees

Checked answers

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

Unchecked answers

- Submission of inductee portfolio.

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

Inductees attend the Induction Program provided by NEIU 19. This program includes three separate meetings throughout the year focused on the aforementioned items. In addition, local initiatives have been established to assist inductees during the induction period. These include the assigning of mentors who work closely with the new teachers and meet with them on an ongoing basis to address the listed needs, district related information, problems and areas of concern. Inductees also participate in professional development programs provided by the district.

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

At the initial meeting of the school year, the principals will outline and define those agenda items to be addressed by the mentor teachers and those topics to be addressed throughout the year by the principals. A portfolio will be created and submitted that includes all of the items.

Mentor Characteristics

Checked answers

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

Unchecked answers

- Potential mentors have similar certifications and assignments.

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

Mentors are chosen, when possible, based upon an effective ability to work and support other professionals; excellent teaching performance, teaching certification area, and knowledge of district policies and procedures. Efforts are always made based on certification, but it is not always possible, especially for specialist teachers due to the limited number of specialists in the school district. Usually, another specialist is chosen as this professional's mentor and will have a similar teaching assignment and/or schedule. These are the qualities sought by the administration when recruiting for candidates and by the interviewers when interviewing for mentors. Mentors receive a paid stipend for their work as a mentor and meet with new teachers before, during and after school.

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

Due to having a very small school system, mentors may not have the same or similar certification and/or assignment as the mentee. The first priority in selecting a mentor is that the mentor exhibit excellent teaching skills and possess the ability to support the needs of a new professional.

Induction Program Timeline

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

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Since our teachers participate in the induction program that is operated by the Northeast Intermediate Unit, the District provides feedback to the IU on the programs strengths and areas for growth. Principals meet with mentors and inductees to discuss and evaluate the local and Intermediate Unit components of the program to recommend any necessary adjustments.

Recording Process

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

Checked answers

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- LEA administrator receives, tallies, and archives all LEA mentor records.

Special Education

Special Education Students

Total students identified: **162**

Identification Method

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

To identify a child with a Specific Learning Disability (SLD) through an initial evaluation and/or a reevaluation the Ability/Achievement Discrepancy Analysis is used with additional supporting documentation that the student is not adequately achieving. The Ability/Achievement Discrepancy Analysis uses the student's ability on a national normed individual assessment and their achievement scores on scales that assess Reading Fluency, Basic Reading, Reading Comprehension, Math Calculations, Math Problem Solving, Written Expression, Listening Comprehension, and Oral Expression on a nationally normed achievement test(s). If the student's predicted achievement score(s) based on their ability (overall aptitude score) is statistically discrepant from their actual achievement scores, they would qualify as having a SLD in any/all of the above-mentioned areas with additional supporting documentation. Additional supporting documentation may include the following if applicable: parent/teacher/student input; classroom observations; previous and current classroom performance; and performance on state and/or local assessments.

Also, to qualify as having a SLD or SLD(s) the discrepancy should not be better explained by medical conditions, effects of environment, culture, or economics, lack of proficiency in the English language, a visual impairment, a hearing impairment, a motor impairment, an Intellectual Disability, an Emotional Disturbance, an environmental or economic disadvantage, and/or lack of appropriate instruction, especially in Reading and Math. In addition, the student should have been afforded the opportunity to learn (school attendance/school experience) to qualify as having a SLD.

Enrollment

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

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

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

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>

OFSD's category of Emotional Disturbance (17.6%) is significantly discrepant from the state average (8.5%) based on 2014-2015 Data at a Glance. This is a significant increase over the previous year (13.0%).

An explanation: Several of the students were not evaluated at the OFSD (approximately 35%); these students moved into the Old Forge School District with this exceptionality already

identified.

The Old Forge School District goal to reduce the numbers in the emotional disturbance category are four fold:

- 1) Provide training to general education and special education teachers, paraprofessionals, and other support staff to assist with supporting general education and special education students with mental health diagnoses in the classroom.
- 2) Offer support through social work services (now employed full-time at the District) as a two tier measure prior to referral for special education services.
- 3) A team will meet monthly to develop a tier two action plan for individual students (usually a check-n-connect program*) as part of the School-Wide Positive Behavioral Support Program.
- 4) Reevaluate students who have met their annual IEP goals in behavior or who continue to struggle with academic goals to determine eligibility category and current need for special education services.

*check-n-connect program – the student receives a daily form (pictures/words K-3 and words 4-6) to visualize their targeted behavior goal. A designated staff member checks in with the student at the beginning of the day and end of the day to see how the student is doing. The form goes home to the parents daily so they can also view the student’s progress. After the student’s goal has been met (no less than an 80% successful days for at least three weeks) then the student may be considered for dismissal. The child study team reconvenes to make a decision.

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?

When the district has a non-resident student, the student meets with the administration/LEA to determine appropriate services based on the student’s IEP/Exceptionality/Exceptionalities. The student will be included in the general education to the fullest extent possible. Typically, students in the high school are in the general education setting for all courses with co-teaching. If the student is not adequately achieving than a smaller setting and or a research-based intervention program is program is considered. Students in the elementary school receive benefits of co-teaching as needed and they receive Intervention and Enrichment (I/E) where most of the guided learning occurs in the Learning Support classroom. If the student is not adequately achieving with these supports then a research-based intervention program is considered. If the student has behavioral/emotional needs a positive behavioral support plan

may be used and/or social work and/or emotional support services may be utilized. Fully inclusive classes can be offered in life skills support, emotional support, and learning support as needed. If these programs do not fit the student's needs than the district would contact the LEA/administrator to determine a plan and/or an alternate placement for the student. In addition, for all students the district would secure appropriate transportation, make sure that meets and documents are completed within the allotted timelines, address attendance issues, and address disciplinary issues with the home district.

Incarcerated Students Oversight

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

There are no facilities located within the Old Forge School District for incarcerated students. The Old Forge School District works in collaboration with local law enforcement agencies, the officials of the facility and the host district where students are placed by the court to ensure a Free and Appropriate Public Education (FAPE). If a student of the Old Forge School District is incarcerated, the district cooperates with the providing district by forwarding educational records, maintaining contact, and participating in all interagency meeting, review meetings, IEP meetings, and discharge meetings.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. The Old Forge School District ensures that all students with disabilities are educated to the fullest extent possible within the general education environment, with non-disabled peers. The district has implemented a forty-two minute Intervention/Enrichment (I/E) period daily and an

additional forty-two minute period weekly to increase instruction within the general education curriculum. Intervention and Enrichment provide tiered instruction (based on formal and informal curriculum-based assessments).

The Old Forge School District utilizes a Child Study team at both the elementary and high school levels. Data is collected and reviewed by the team and strategies are implemented to address the needs of the student. All options are explored and discussed prior to the determination for a full evaluation. Options typically explored include: addressing truancy issues, using homework plans, implementing an individual behavior plan for the student using the School Wide Positive Behavior Support Plan System, implementing Title I Reading and Math and/or increasing services.

Following an evaluation to determine if a student qualifies for and is in need of specially designed instruction under IDEA, the MDT and IEP team will consider services and placement to meet the individual needs of the student. Removal from the general education environment may occur only after supplementary aids and services have been attempted, documented, and reviewed.

Ongoing collaboration takes place between general and special education teachers within the district. All students are included in homeroom, special subject areas, Intervention/Enrichment periods, and academic subject areas to the greatest extent possible. The district regularly and actively participates in IEP meetings for students placed outside the district. If a student needs to be placed out of the district, this would occur only after all internal methods have been exhausted to the greatest extent possible. Prior to a full-time out of district placement, ½ time placement is considered (as appropriate).

2. The Old Forge School District utilizes site based training, consultation and technical models of assistance available through PATTAN and the NEIU 19. Training of all team members is on a continuous and ongoing basis. The district provides education and on-site training with guided practice for all new staff, paraprofessionals, instructional staff, and related service providers. The following initiatives enhance or expand the continuum of supports/service and education placement options available within the district to support students with disabilities access to the general education curriculum: All school district staff attended staff development. All staff is aware of strategies that enable a student to participate in the general curriculum. All staff in the school district will be trained on the legal obligations and practical implications of least restrictive environment. The special education staff has been trained on Functional Behavioral Assessments. Paraprofessional staff support students in the general environment. The district paraprofessional staff have completed the competency checklist.

3. In order to meet these targets, the district is considering a full continuum of services available to ensure the student is educated to the greatest extent possible with students without disabilities. Supplemental aids and services are provided according to the areas of need outlined in a student's Individual Education Plan to support his/her participation in the least restrictive environment. The district is continuing to provide training to all team members on an ongoing basis to address these needs. The district is continuously monitoring the amount of students

that require an out-of-district placement. The district regularly communicates with program providers to ensure the needs of the students are being met. It is always a goal of the district to have the students transition back to the home district and subsequently the least restrictive environment. In addition, the district is opening a high school life skills classroom for the 2016-2017 school year. This limits the need for out-of-district placements.

Behavior Support Services

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

The Old Forge School District follows a school wide positive behavior support program in both the elementary and junior/senior high school. This plan consists of a tier 1 system of behavior redirection within the classroom and a tier 2 behavioral system which includes disciplinary actions through administration. Administration attempts to be creative with students with IEP's to reduce the number of out of school suspensions and in school suspensions for these students. In place of OSS and ISS, the district chooses to utilize administrative detention and detention before and after school, as well as recess/lunch detention.

The current policy includes language that the IEP team of a student in which behavior is impeding his/her learning or that of others, develop/revise a positive behavior support plan to meet the needs of the student through the implementation of a Functional Behavioral Assessment (FBA) and a Behavioral Improvement Plan (BIP) / Positive Behavior Support Plan (PBSP). The policy directs that behavior support plans be based on positive rather than negative techniques to ensure that all students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. All plans shall be based on research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. The District makes every attempt to use the School Wide Behavioral Support plan in conjunction with the student's individual behavior plan. The OFSD has also utilized the services of 1:1 Personal Care Assistants to minimize the removal of students from the general education environment. Half-day programs are utilized for student's whom may need a more restrictive placement (rather than full-time).

All special education staff are trained in Crisis Management, currently the District's Superintendent is a certified instructor. This training focuses primarily on de-escalation techniques and therapeutic restraints as a last resort to crisis. The OFSD has maintained a 100% restraint free environment and will continue to strive for continuation

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

1. The Old Forge School District is not having any difficulties with any placements.
2. The Old Forge School District has recently contacted with the Friendship House for full-time social work services. The Old Forge School district is currently in the beginning stages of working with the friendship House to establish a mobile out-patient clinic with tele-psychiatry. In an effort to make mental health services including medication management more accessible to our students with mental health needs. In addition, the Old Forge School District has recently added an Emotional Support classroom K-6. The Life Skills program at the Old Forge School District is currently servicing student's grades 2-7 which is the area where the majority of our students are enrolled to reduce the number of students whom need to leave their home district to meet their needs.
3. Students placed out of the District at the end of the 2014-2015 school year included 14 full-time and three half-day program. All of these placements were determined by careful consideration by the IEP team via a meeting. Things considered at the meeting included: reevaluation report, primary disability category, current progress towards IEP goals, supports and services, transition needs (if the student was 14 years or older), and behavioral goal progress (if applicable), etc. Additional things considered include the student's disciplinary history and also attendance patterns (in applicable).

The Old Forge School District currently provides a high school Life Skills. This classroom provides educational services for 7th to 12th graders in the high school setting where students can gain skills in cooking, cleaning, and going out into the community to gain work skills.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Story West Wyoming	Other	Emotional Support	1
Achievement Academy	Special Education Centers	Emotional Support	1
NHS Autism School	Other	Autistic Support	4
New Story Throop	Other	Autistic Support	2
Jefferson Center	Special Education Centers	Life Skills Support	2
Jefferson Center	Special Education Centers	Vocational Food Prep	1
Jefferson Center	Special Education Centers	Autistic Support	2
Jefferson Center	Special Education Centers	Emotional Support	3
Cottage Program	Special Education Centers	Vocational	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	6	1
Locations:				
Old Forge Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	7	0.5
Locations:				

Old Forge Elementary School	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	7	0.5
Locations:				
Old Forge Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	7	0.5
Locations:				
Old Forge Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Deaf and Hearing Impaired Support	10 to 12	7	0.5
Locations:				
Old Forge Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	9	0.5
Locations:				
Old Forge Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 10	9	0.5
Locations:				
Old Forge Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	7	0.5
Locations:				

Old Forge Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	15	0.5
Locations:				
Old Forge Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	4	0.5
Locations:				
Old Forge Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	14 to 16	10	0.5
Locations:				
Old Forge Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #7*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	4	0.5
Locations:				
Old Forge Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	16	0.5
Locations:				
Old Forge Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than	Emotional Support	14 to 17	6	0.5

80% but More Than 20%)				
Locations:				
Old Forge Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 17	9	0.5
Locations:				
Old Forge Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	30	0.5
Justification: Students are services either individually or as a small group with their same age peers.				
Locations:				
Old Forge School District	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 13	9	0.5
Locations:				
Old Forge Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 15	4	0.5
Locations:				
Old Forge School District	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	9 to 11	2	0.5
Locations:				

Old Forge School District	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #13*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Physical Support	9 to 12	5	0.5
Locations:				
Old Forge School District	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 9	5	0.5
Locations:				
Old Forge School District	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 9	5	0.5
Locations:				
Old Forge School District	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* September 1, 2016*Explain any unchecked boxes for facilities questions:* There are no unchecked boxes.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	13 to 17	8	1
Locations:				
Old Forge Junior-Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education	Old Forge School District	1
School Psychologist	Old Forge School District	1
Personal Care Assistants	Old Forge School District	3
Classroom Paraprofessional	Old Forge Elementary School	4
Classroom Paraprofessional	Old Forge High School	5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Social Work	Outside Contractor	5 Days
Occupational Therapy	Multiple LEA (School Districts or Charter Schools)	2 Days
Physical Therapist	Intermediate Unit	1 Hours

District Level Affirmations

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

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

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).

No signature has been provided

Board President

Affirmed by John Rushefski on 3/18/2019

Superintendent/Chief Executive Officer