

Northern Bedford County SD

District Level Plan

07/01/2018 - 06/30/2021

District Profile

Demographics

152 NBC Drive
Loysburg, PA 16659
(814)766-2221
Superintendent: Todd Beatty
Director of Special Education: Lindsay Cherry

Planning Process

Much time and effort have been devoted to the preparation of the 2018-21 Northern Bedford County School District Comprehensive Plan. It was decided that the work needed to complete the plan should be done well in order to drive meaningful school improvement that could be successfully implemented. What follows are the steps that were taken to build the Comprehensive Plan that you will see on the following pages:

- A District-Wide School Improvement Committee was formed and began meeting in November, 2016
- This consisted of district administrators and selected teachers from all levels
- Various topics were examined including PSSA performance, PVAAS growth, Sub-group performance, Data strengths and concerns, and the PDE waiver request to the US Dept of Ed
- Building level School Improvement Committees were formed by each respective building principal (Elementary, Middle School, and High School):
- The committees consisted of the principal and selected teachers
- The major task of these groups were to examine school performance data, look for strengths and weaknesses, and develop school improvement plans for the 2017 PSSA and Keystone tests
- A District-Level Planning Team was formed to drive the overall Comprehensive Planning process:
- This was made up of administrators, educational specialists, instructional coaches, teachers, a librarian, students, parents, school board members, community members, and business leaders
- The Curriculum Director of IU 8 participated in the process

- This group considered the following; PSSA results, PVAAS results, the Common Core implementation, the new Teacher Observation/Evaluation system, the New Principal Evaluation system, the School Performance Profile, district level data, building level data, accomplishments, concerns, and survey perception results
- Sub-committees were formed and met as needed including the following:
 - Special Education
 - Professional Education
 - Technology
 - Safe/Supportive Schools
- The Superintendent, the Principals, and the Special Ed Director met on an on-going basis to accomplish the following Comprehensive Planning tasks:
 - The Core Foundations
 - The Guiding Questions
 - District systems
 - Accomplishments
 - Concerns
 - Priorities for Improvement
 - Action Plans for Improvement
- Perception surveys were developed for the Comprehensive Planning process and the results were tabulated for analysis. These were administered to the following groups:
 - Students
 - Parents
 - Professional staff
 - Support staff
 - Community
- The Special Education Plan was developed, submitted, and approved during the overall Comprehensive Planning process

Mission Statement

The mission of the Northern Bedford County School District is to uphold high standards to educate each student to be a responsible member of a global society.

Vision Statement

We See: A school district where all students receive a quality education emphasizing skills, knowledge and character development.

We See: A school district where all employees continue to improve their skills, knowledge and procedures to meet the needs of all learners.

We See: A community of well informed citizens who support educational excellence and work in a partnership with the school community to achieve quality educational results for all students.

Shared Values

1. Learning is a lifelong process.
2. Parents or primary caregiver are a child's earliest teachers and remain critical influences.
3. All children can learn.
4. Every child deserves the best educational opportunity the school district can provide.
5. The developmental processes of pre-school children are enhanced through school-based early childhood program services.
6. Learning is a shared responsibility among students, teachers, parents, and community.
7. School is a focal point of the community.
8. The school is a moral force that both shapes and reflects community values.
9. A safe, orderly, and disciplined environment is essential for learning.
10. Curriculum and instruction must address the differing needs and learning styles of each student.
11. The high school diploma represents the acquisition of a core of academic skills.

12. The school strives to lead the community in the use of technology.
13. The school fosters and environment which builds positive relationships among all students.
14. The school stresses appreciation of the varied cultural influences which shape the world.
15. All school personnel serve as positive role models.
16. The school provides a caring influence which promotes emotional stability.

Educational Community

The Northern Bedford County School District consists of an area of 112 square miles and is made up of six municipalities including the townships of Hopewell, Bloomfield, Woodbury, and South Woodbury and the boroughs of Hopewell and Woodbury. It is a primarily agricultural and residential area with a few businesses and light industry. According to the 2010 census, the district population is 6,958.

The school district has the following characteristics:

- It lies on a 135 acre campus with all facilities located in the same complex including a stadium, a number of athletic facilities, and several playgrounds
- The educational facilities consist of:
 - An elementary building with grade levels Pre K – 5 (constructed 1988)
 - A middle school with grade levels 6-8 (constructed 1995)
 - A high school with grade levels 9-12 (constructed 1962)
 - A vocational technical building serving grades 9-12 (constructed 1977)
- The student population has been declining slightly and now numbers approximately 940
- The staff consists of 80 professional and 40 support employees
- The school district serves as a community center for this rural area
- The percentage of free and reduced has risen in the last number of years and is now 43%
- Subgroups include economically disadvantaged, special education, and several ELL students
- The most recent PSSA results (2015-16) reflect results above the state average.
- The School Performance Profile scores were as follows for:

- Elementary – 80.4 (15-16)
- Secondary – 67.8 (Middle School and High School together (15-16)
- The General Fund budget is approximately \$13,000,000 and the district is 70% dependent on the state for its revenue
- The district has a reputation of sound academics while having limited fiscal resources at its disposal
- Special programs in place include the following:
 - 1:1 computing (Grades 9-12)
 - Co-teaching at all levels
 - Dual enrollment (Grades 11-12)
 - RtII (Grades K-8)
 - Virtual Academy (Grades 6-12)
 - Four vocationally approved courses on campus
 - Access to courses at the Bedford County Tech Center (Grades 11-12)
 - A quality Pre K 4 program
 - A partnership with Head Start for a Pre K 3 and 4 year old program

Planning Committee

Name	Role
Todd Beatty	Administrator : Professional Education Special Education
Michael O'Dellick	Administrator : Professional Education Special Education
Trevor Replogle	Administrator : Professional Education Special Education
Wayne Sherlock	Administrator : Professional Education Special Education
Randy Wiand	Board Member : Professional Education Special Education
John Leidy	Business Representative : Professional Education

Bryce Verbit	Business Representative : Professional Education
Michael Benner	Community Representative
Terry Hershberger	Community Representative : Professional Education
Lyn Skillington	Community Representative
Scott St. Clair	Community Representative : Professional Education
Teresa Crawford	Ed Specialist - School Counselor : Professional Education
Amy Muldoon	Ed Specialist - School Counselor : Professional Education
Karen McKnight	Elementary School Teacher - Regular Education : Professional Education
Kandy Troutman	Elementary School Teacher - Regular Education : Professional Education
Susan Heuston	Elementary School Teacher - Special Education : Special Education
Scott Bollman	High School Teacher - Regular Education : Special Education
Kevin Gable	High School Teacher - Regular Education : Professional Education
Christa Moyer	High School Teacher - Regular Education : Professional Education
Jodi Gartland	High School Teacher - Special Education : Professional Education
Larry Williams	Instructional Technology Director/Specialist
Lucas Miller	Middle School Teacher - Regular Education : Professional Education
Brenda Over	Middle School Teacher - Regular Education : Professional Education
JoLinda Mock	Parent : Professional Education Special Education
Emily Swanseen	Parent : Professional Education
Lindsay Cherry	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	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	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

This narrative is empty.

Elementary Education-Intermediate 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,	Developing	Developing

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

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

This narrative is empty.

Middle 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	Accomplished	Accomplished
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

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

This narrative is empty.

High School 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	Accomplished	Accomplished
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	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 Northern Bedford County School District uses Curriculum Mapping, Grade Level Planning Teams (PLC), Assessment Performance, Continued Professional Development dedicated for Curriculum Development.

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 Northern Bedford County School District uses Curriculum Mapping, Grade Level Planning Teams (PLC), Assessment Performance, Continued Professional Development dedicated for Curriculum Development.

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

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	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 Northern Bedford County School District uses Curriculum Mapping, Planning Teams (PLC), Assessment Performance, Continued Professional Development dedicated for Curriculum Development.

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

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	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 Northern Bedford County School District uses Curriculum Mapping, Department Teams (PLC), Assessment Performance, Continued Professional Development dedicated for Curriculum Development.

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.

Students are provided modifications and accommodations through RtII, 504 Service Agreements, IEPs, Co-Teaching, and Differentiated Instruction to access all 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.

The Northern Bedford County School District currently uses the Danielson Model for classroom observations and end of year evaluations patterned after PDE's 82-1 teacher evaluation forms. The classroom instruction is modeled after Marzano, Danielson, and APL. The District's Differentiated Supervision Plan is also based after these models.

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

The District's Differentiated Supervision Plan provides the opportunity for educators to participate peer evaluation/coaching and instructional coaching.

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

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

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

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

This narrative is empty.

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 Northern Bedford County School District uses an employee selection process that allows for the recruitment and employment of highly qualified teachers. The District follows best practices in assigning teachers for remediation purposes so that students meet graduation requirements.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	28.00	28.00	28.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.00	3.00	3.00
Electives	4.00	4.00	4.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

Graduation Requirement Specifics

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Unchecked answers

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Keystone			X	X
PSSA		X	X	
PASA		X	X	X
NAEP		X	X	X
NOCTI				X
Textbook Assessment	X	X	X	X
Scientific Experiments			X	X
Written Work by Students	X	X	X	X
Evaluation of Portfolios		X	X	X
Works of Art	X	X	X	X
CBEs	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
AIMSWeb	X	X		
DRA	X	X		
Textbook Assessment	X	X	X	X
Study Island		X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Demonstration, performances, products and projects	X	X	X	X
Diagnostic Assessments	X	X	X	X
Exit Tickets	X	X	X	X
Fitness Assessments	X	X	X	X
Progress Monitoring	X	X	X	X
Response Techniques	X	X	X	X
Scientific Experiments			X	X
Written Work by Students	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
DRAs	X	X		
Running Records	X	X		

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

The Northern Bedford County School District has no process for the review of locally developed assessments. External commercially produced assessments are used based on their validity and reliability.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

Not applicable at this time.

Collection and Dissemination

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

The Northern Bedford County School District currently has these practices in place:

- OnHand Schools is a Data Warehouse system that is used throughout the district by all staff. OnHand Schools provides longitudinal and current data for individual students.
- Annual Data Retreat for administrators and teachers to analyze PSSA results.
- PVAAS and eMetric Data is also analyzed by teachers and administrators annually.
- Time is provided to PLCs to analyze and score assessments. These results are shared with students.
- 4Sight Assessment results are analyzed throughout the year to guide instruction.

Data Informed Instruction

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

The Northern Bedford County School District uses assessment results in the following manner:

- Response to Intervention and Instruction is fully utilized for language arts at the elementary level.
- 4Sight data at the elementary level is used to develop homogeneous math groups and remediation groups.
- PSSA, 4Sight, STAR Math, STAR Reading, eMetric and PVAAS data is used when scheduling students for classes and to assign students to enrichment/remediation groups. Enrichment/remediation grouping is flexible.
- PSSA and 4Sight data is used to schedule students into Math courses and Remedial courses

- Teachers use 4Sight data to alter their instruction in Math and English depending upon student performance.

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

Provide brief explanation of the process for incorporating selected strategies.

The Northern Bedford County School District provides teachers with time, resources and data to analyze assessments to impact their instructional practices based on students' needs.

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	E EI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters				

Newsletters	X	X	X	X
Press Releases				
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

The Northern Bedford County School District uses the selected strategies above to reach all community stakeholders.

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

The Northern Bedford County School District uses the selected strategies above to reach all community stakeholders.

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.

The Northern Bedford County School District planning process begins with an annual data retreat to analyze student performance on state required examinations. At the data retreat, staff analyze test scores to determine strengths and areas to improve. Plans of action are developed at this time and implemented throughout the year.

Based on current school year data, the data teams have made recommendations to adjust instructional practices and provide professional development.

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				
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X

Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

NBCSD could consider a school resource officer if grant funding would become available.

Screening, Evaluating and Programming for Gifted Students

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

The Northern Bedford County School District informs the public of gifted education services and programs by placing information in the local newspapers annually. In addition, information about gifted services and programs are outlined on our school district's website at www.nbcasd.org. Student handbooks at the elementary, middle, and high schools included information for parents regarding gifted services and programs that our school district has available for students that qualify.

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

Referrals

Referrals can be made by a parent/guardian, a teacher, an administrator or any other adult that has a legitimate educational interest in a student. Individual referrals can be submitted to the building principal, special education supervisor, or school psychologist at any time during the school year.

Parents may request a formal gifted evaluation at any time; however, evaluations are limited to one per school year.

If a referral is made by someone other than the parent, the parent is notified prior to any pre-evaluation screenings. Parental permission is not required to conduct pre-evaluation screenings; however, if a parent does not want their child to participate in the screening process, the district will not continue with the process. If a child advances through all pre-evaluation screenings, the school district will contact the parent to gain permission to evaluate for a formal evaluation.

School District Screenings Yearly (K-8)

The Northern Bedford County School District conducts gifted screenings for all students in grades k-8 in the fall of each school year.

Process of Pre-evaluation Screenings

- **Level 1**

Multiple Criteria: group achievement test scores (ie.PSSA), report card review, student products, portfolios, performance indicators (Aims Web/Star Reading & Math), checklists, questionnaires, standardized testing scores, curriculum based assessments

- **Level 2**

SAGES-2 testing- Multiple criteria: Parent rating scales, teacher rating scales, classroom observations. Any student scoring 120 or higher may continue to level 3 of the screening process

- **Level 3**

K-BIT testing-Any student scoring 120 or higher may continue in the process for a formal evaluation.

- **Level 4**

Parents are contacted and informed of the outcome of their child's pre-evaluation screening. A permission to evaluate is issued.The Gifted Multidisciplinary Team will complete the evaluation within the timelines in Chapter 16 regulations.

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

Gifted Multidisciplinary Evaluation Process

Prior to completing the Gifted Multidisciplinary Evaluation (GMDE), the Northern Bedford County School District will have obtained informed parental consent through an issuance of Permission to Evaluate form (PTE). A Procedural Safeguards Notice will be issued to parents with the PTE. The GMDT will complete the evaluation no later than 60 calendar days after the district receives a signed Permission to Evaluate. A Gifted Written Report is provided to the parent within 60 calendar days.

- Northern Bedford County School District sends Procedural Safeguards Notices with all Permissions to Evaluate.
- Northern Bedford County School District obtains a signed Permission to Evaluate form from the parent.
- The Gifted Multidisciplinary Team (GMDT) is composed of the following people: student's teachers, school psychologist, outside agencies, and the student.
- The GMDT conducts the evaluation to investigate information relevant to the student's suspected giftedness: academic functioning, learning strengths, rates of acquisition/retention, curriculum based assessments, classroom observations, and educational needs. Information from the screening process, parent input, and teacher input will also be reviewed. Formal individual evaluations will measure intellectual functioning and academic achievement.
- The GMDT prepares a Gifted Written Report that summarizes information and finds from the evaluation concerning the student's educational needs and strengths. The report will make recommendations as to whether the student is gifted and in need of specially designed instruction. The GWR will also indicate the basis for those recommendations, and include recommendations for the student's programming.

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.

At Northern Bedford County School District, the gifted education teacher and classroom teachers are responsible for meeting the needs of identified gifted students at all grade levels. Programming options are based upon the strengths and needs of each student identified as gifted. Programming is developed and agreed upon by the GIEP (Gifted Individualized Education Plan) team prior to implementation.

The elementary level gifted program includes pull-out programming and differentiated instruction in the regular education classroom. The pull out program allows students to interact with peers of similar abilities while pursuing enrichment activities based on their GIEPs. Pull out programming ranges from interdisciplinary units (historical periods or persons, architecture, space, environmental sciences or to other

areas including major conceptual themes) to single subject units of study. Additional types of pull out activities may include: problem solving activities such as puzzles, thinking games, deductive reasoning activities, and authentic situations. The regular education classroom teachers meet the gifted students' needs by providing activities that integrate and correlate aspects of math, science, reading, history, creative writing, literature analysis and communication through various venues.

For students in grades 6-12, the Northern Bedford County School District meets the needs of the students through pull out programs, differentiated instruction, extracurricular activities, honors classes, accelerated courses, dual enrollment courses, elective courses, field trips, competitions, and independent studies. Additional types of pull out activities may include: problem solving activities such as puzzles, thinking games, deductive reasoning activities, foreign language study, and authentic situations. The regular education classroom teachers meet the gifted students' needs by providing activities that integrate and correlate aspects of math, science, reading, history, creative writing, literature analysis and communication through various venues.

Support services are written into the GIEP based upon individual student need. Such services may include: psychological counseling, teacher consultation, career/guidance counseling, parent counseling and education, and transportation.

Twice during the school year(end of second marking period and end of school year), students and their parents receive a Program and Participation Report. This report documents progress on goals and objectives in the GIEP. The document also includes services and activities made available to the student.

Developmental Services

Developmental Services	EEP	E EI	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		
Career Awareness	X	X	X	X
Career Development/Planning	X	X	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	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management				
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	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support				
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

Teachers at NBCSD collaborate regularly with others regarding student needs and academic progress in the following areas:

- Title I
- RtII
- Special Education and Gifted Education
- Co-Teaching
- Small Group Instruction
- Enrichment and Remediation

Community Coordination

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

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

NBCSD coordinates early intervention/Head Start services through the following agencies:

- Appalachia Intermediate Unit 08
- Allegheny Lutheran Social Ministries (Bedford/Fulton County Head Start)

NBCSD utilizes the 21st Century Community Learning Centers program to provide after school services for students in grades 2-12. Students are provided one hour of tutoring each day by certified teachers as part of the after school program.

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.

NBCSD coordinates early intervention/Head Start services through the following agencies:

- Appalachia Intermediate Unit 08
- Allegheny Lutheran Social Ministries (Bedford/Fulton County Head Start)
- Head Start programming is for three and four year olds

NBCSD currently provides a pre-kindergarten program for four year olds. The program is a half-day program and is available to any four year old resident of the district. The school is not operating with any district community agencies to provide pre-kindergarten programs.

To provide for a smooth transition for students entering kindergarten, the district provides a summer orientation program for parents and students.

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.

NBCSD recognizes the diverse needs of our students and uses this to set budget priorities for materials and resources. The district utilizes a budget rotation to ensure equity of resources between grade levels and disciplines. Through using this rotation, grade levels request curriculum material aligned to the PA Common Core Standards. Through our RTII process, we are able to meet the needs of our diverse learners at their instructional level.

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

N/A

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.

NBCSD recognizes the diverse needs of our students and uses this to set budget priorities for materials and resources. The district utilizes a budget rotation to ensure equity of resources between grade levels and disciplines. Through using this rotation, grade levels

request curriculum material aligned to the PA Common Core Standards. Through our RtII process, we are able to meet the needs of our diverse learners at their instructional level.

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

N/A

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

NBCSD recognizes the diverse needs of our students and uses this to set budget priorities for materials and resources. The district utilizes a budget rotation to ensure equity of resources between disciplines. Through using this rotation, departments request curriculum material aligned to the PA Common Core Standards. Through our enrichment/intervention process and special education services, we are able to meet the needs of our diverse learners at their instructional level.

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

N/A

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

NBCSD recognizes the diverse needs of our students and uses this to set budget priorities for materials and resources. Every student in the high school has been provided a school issued laptop. The middle school now has their own school issued laptop. The district

utilizes a budget rotation to ensure equity of resources between disciplines. Through using this rotation, departments request curriculum material aligned to the PA Common Core/Keystone Standards. Through our enrichment/intervention process and special education services, we are able to meet the needs of our diverse learners at their instructional level.

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

N/A

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
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	Not Applicable
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
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	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

The SAS site has become more user friendly since the initial comprehensive plan. In addition, there is a great deal more information across disciplines for teachers and principals to review and incorporate into the curriculum. Part of our professional development for the duration of this plan will be to revisit the resources and tools available from the SAS site, encourage and monitor teacher use of the site.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
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	Not Applicable
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
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	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

The SAS site has become more user friendly since the initial comprehensive plan. In addition, there is a great deal more information across disciplines for teachers and principals to review and incorporate into the curriculum. Part of our professional development for the duration of this plan will be to revisit the resources and tools available from the SAS site, encourage and monitor teacher use of the site.

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

Further explanation for columns selected "

The SAS site has become more user friendly since the initial comprehensive plan. In addition, there is a great deal more information across disciplines for teachers and principals to review and incorporate into the curriculum. Part of our professional

development for the duration of this plan will be to revisit the resources and tools available from the SAS site, encourage and monitor teacher use of the site.

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

Further explanation for columns selected "

The SAS site has become more user friendly since the initial comprehensive plan. In addition, there is a great deal more information across disciplines for teachers and principals to review and incorporate into the curriculum. Part of our professional development for the duration of this plan will be to revisit the resources and tools available from the SAS site, encourage and monitor teacher use of the site.

Early Warning System

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

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

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	E EI	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.

Listed below are various professional development trainings that have been offered to district staff and administration:

- NISL
- PILS
- PVAAS data/training
- eMetric
- SAS data/training
- Gifted Education training
- APL classroom instruction/management strategies

- Co-Teaching
- Collins Writing
- Book Studies
- Cross Curricular Literacy Strategies
- Local Teacher Induction
- Webbs Depth of Knowledge
- Danielson Training

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

This narrative is empty.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/26/2014
8/25/2014

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:
9/18/2015
10/30/2015
4/29/2016

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

None.

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

The district understands the importance of these components and will continue to incorporate these strategies moving forward. Based on the district level plan and the observed professional development needs, district administrators will continue to seek research based programs and qualified presenters.

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

The district plans to develop a needs assessment and evaluation system for our professional development. The needs assessment will be developed annually and distributed to staff in preparation for the upcoming school year. The administrators will utilize this data along with student assessment results to plan for professional development.

Induction Program

Checked answers

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

Unchecked answers

None.

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

The district requires new teachers to attend a one-day intensive workshop provided by district administrators. Administrators hold monthly meetings during the school year centered around Harry Wong's "First Days of School". All new teachers are required to participate in the local IU induction program.

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.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

- Student PSSA data.
- Standardized student assessment data other than the PSSA.

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

The district utilizes Intermediate Unit 08 to supplement the local teacher induction process. The local induction process includes an intensive two-day workshop provided by district administrators. During the the school year, monthly meetings are held with inductees and mentors to discuss instructional strategies, classroom management, assessment, lesson planning, and professionalism. Each new teacher is formally observed a minimum of two times during the year along with walkthroughs to determine their progress. This process includes the submission of portfolios twice a year requiring artifacts from all four domains in the Danielson model.

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

The school district believes that PSSA data is not appropriate in determining new inductees needs during their first year of teaching.

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.

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

Unchecked answers

None.

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

The school district understands the importance of identifying mentor teachers that have similar certifications and outstanding pedagogy. The district provides common planning time to allow for collaboration. During this time, they focus on policy and procedures, teaching and reflection, parent/teacher conferences, classroom management, assessment, curriculum and resources.

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

This narrative is empty.

Induction Program Timeline

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

The inductees' mentors are responsible for ensuring the completion of the district's induction plan. Components of this plan include:

- Technology
- Business Office
- Health Services
- Special Education
- Student Services
- Safe Schools
- Curriculum and Instruction
- Building Level Procedures

The building level administrator receives both inductee and mentor records. The administrator reviews all records to ensure completion of program. The school district maintains accurate records in the employee permanent file. The Intermediate Unit provides a certificate of completion to each inductee. The district superintendent verifies completion of induction program prior to submission for level II certification.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **120**

Identification Method

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

The Northern Bedford County School District uses the discrepancy model to identify students with Specific Learning Disabilities in the elementary school, middle school, and high school. In accordance with Chapter 14 regulations and the PA guidelines for Identifying the Students with Specific Learning Disabilities, a multidisciplinary evaluation team considers evaluation data as it relates to four eligibility criteria. To be identified as a student with a Specific Learning Disability, a student must meet all four criteria.

First, the team determines if the child achieves adequately for his/her age or if he/she meets state approved grade level standards in one or more of the following areas: oral, expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, and/or mathematics problem solving. The multidisciplinary team considers multiple sources of data related to the student's level of achievement. The data reviewed includes but is not limited to: PSSA scores, Keystone scores, universal screenings (AIMSweb), norm-referenced achievement tests, student records, and curriculum based assessments.

Second, the team determines whether the student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between ability and achievement, or relative to age or grade. A severe discrepancy is generally considered to exist when the child's actual achievement is approximately one standard deviation below his or her intellectual ability.

Third, the team reviews information to rule out: vision, hearing or motor problems, intellectual disability, emotional disturbance, cultural and/or environmental issues, and limited English proficiency. This information is reviewed to determine if the primary reason for the student's inability to meet age/grade level standards is directly related to any of the above factors, he/she cannot be identified as having a Specific Learning Disability. Last, the team reviews information to rule out lack of instruction as the primary cause for the student's learning problems. The team documents appropriate instruction by highly qualified personnel and use of repeated assessments.

Enrollment

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

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

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

The Northern Bedford County School District's overall enrollment of students with disabilities is 2.3% lower than the state's average enrollment. However, the students identified as having Speech/Language Impairment is 8.4% higher than the state's average. The Northern Bedford County School District has varied instructional strategies and service times in the Speech/Language program in order to accelerate and use time on task more efficiently during instruction. Shorter more intensive instructional times are being incorporated daily to provide more opportunities for practicing a skill in a focus area. The Speech and Language teacher is part of the RtII team in order to screen and provide the regular education teachers with strategies to incorporate in the regular education classroom per intervention.

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?
- The Northern Bedford County School District recognizes its obligation to ensure access to the same educational programs and services provided to district students. The school district shall identify students that are non-resident students and encourage their enrollment and eliminate barriers to their attendance and education. The Northern Bedford County School District will implement current IEPs and provide comparable related services in the existing IEPs until the district can convene an IEP meeting to determine whether the IEP needs revised.
 - The school district will ensure that students will be receiving a free appropriate public education by providing students with their educational program in the least restrictive environment based on their strengths and needs. The Northern Bedford County School District offers a continuum of services through the district, neighboring school districts, and the Appalachia Intermediate Unit 08.
 - The most prevalent barriers that exist would be that of receiving appropriate educational documents in a timely manner for students categorized under Section 1306.

Incarcerated Students Oversight

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

The Northern Bedford County School District works cooperatively with the local correctional institutions to ensure a quality educational program to students with disabilities under the age of 21. Upon entrance to the county's correctional institution, the incarcerated student will complete an educational questionnaire with the intake officer and/or prisoner counselor. For incarcerated persons under the age of 21, specific information is collected regarding the individual's previous educational history and demographics. The information gathered during this process is used to determine eligibility for educational services. The questionnaire is forwarded to the Appalachia Intermediate Unit 08. The Northern Bedford County School District contracts with Appalachia Intermediate Unit 08 to provide educational services to incarcerated students at the county jail or other local correctional institutions. These identification procedures have been developed to ensure that all students that are eligible for special education services are provided a Free Appropriate Public Education.

Least Restrictive Environment

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

The Northern Bedford County School District strives to ensure that to the maximum extent possible, children with disabilities, including children in public and private institutions or other care facilities are educated with children who are non-disabled. Utilizing special classes or separate schooling for children with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in the regular classes, with the use of supplementary aids and services, cannot be achieved

satisfactorily.

The Northern Bedford County School District is committed to providing a Free Appropriate Public Education in the Least Restrictive Environment for all students. Once a child has been determined eligible for and in need of specially designed instruction, the IEP team will work to develop a plan based on the individual child's needs. The IEP team will review present levels, strengths and needs in order to determine the educational placement. The Northern Bedford County School District strives to educate children in the regular education environment to the maximum extent. Supplementary aides and services are included in the IEP team discussion to ensure that the placement of a student is in the Least Restrictive Environment (LRE):

- Collaborative: Co-teaching, common planning time, professional development to support co-teaching, professional development for paraprofessionals, communication books (home/school)
- Instructional: Test modifications, alternative ways to demonstrate learning, providing instructional adaptations such as: preteaching, reteaching, repeating directions, paraphrasing directions, voice to text,
- Physical: Specific seating, adaptive equipment, sensory aids
- Social Behavior: Social skills instruction, counseling supports (school counselor, psychological services, wrap around agencies), individual positive behavior support plans, cooperative learning, peer supports

Special education and regular education teachers work collaboratively on planning schedules, activities, accommodations, and modifications that can be implemented to ensure the successful integration of students with disabilities. The district is committed to exploring and implementing educational practices that will provide disabled students the opportunity to be educated in the least restrictive environment. Examples of some of these practices are as follows: 1) providing a common planning time for teachers that afford the time to discuss the educational needs of their academically and behaviorally challenged students 2) utilizing co-teaching practices which promote active participation of special education teachers in the general education environment and using the general education curriculum for instruction 3) utilizing/exploring assistive technology when needed to encourage/promote active participation and involvement in all content areas 4) using data that is analyzed to ensure that student needs are being met 5) implementing a co-teaching model that provides students with an expert content teacher and an expert strategist teacher.

Assistive technology such as the Google Docs voice to text program and read program is used for students in order to gain independence while participating in the general education curriculum. iPads are provided to students that have communication needs. Several reading programs have been incorporated to meet the needs of a variety of learning styles such as Read 180, Orton-Gillingham, Making Connections, Read Naturally, Lexia, My Reading Coach, and SRA Corrective Reading. Additional assistive devices that students

utilize in the general education environment are FM systems to aid in classroom material being presented orally. Visually Impaired students are able to gain access to the general education curriculum while in the regular environment with slant boards, magnifying glasses, and large print materials.

The Northern Bedford County School District provides staff with opportunities that are on-going to participate in conferences/workshops that address differentiated instruction, co-teaching, resiliency, data analysis, reading/writing instructional strategies, and math instructional strategies. The school district will continue to provide opportunities for general and special education staff as well as paraprofessionals to attend conferences/workshops that will support and promote our district's commitment to students placed in the Least Restrictive Environment (LRE). The Northern Bedford County School District provides opportunities for staff enhance their skills by offering and suggesting conferences/workshops at locations such as PATTAN and the IU08. According to the 2013-2014 State Performance Plan Indicator #5, the Northern Bedford County School District is exceeding the state and SPP/APR target indicator. The Northern Bedford County School District has approximately 91.5% of students with disabilities being educated in the regular education classroom for 80% or more of the school day. The school district currently has 10 students that are placed outside of the school district. These students are placed in Life Skills programs throughout Bedford and Blair County. The Bedford County Schools have created a consortium in order to provide a continuum of educational services for each of the county schools in order to provide services for students that need Life Skills support. The Northern Bedford County School District attributes the exceeding number of students being educated in the regular education classroom to the RtII program at the elementary school as well as providing supplementary aid and services in the regular education classroom to ensure the success of our students. Additionally, our district has a co-teaching model at every grade level where the regular education teacher and the special education teacher are both providing instruction in the regular education classroom setting.

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 Northern Bedford County School District is committed to implementing positive behavioral support practices for all students with disabilities. The School district has established a variety of practices that staff members use to support positive behaviors in the school environment which include: consistent expectations (Be Respectful, Be Prepared, and Be on Time), structured classroom routines, Student Assistance Program, attendance and behavioral expectations, de-escalation techniques, school/family communications, and

counseling support. The school district's Behavioral Support Policy reflects the district's support in providing school wide positive supports.

The Northern Bedford County School District ensures that students with disabilities are educated in the least restrictive environment. Students shall only be placed in settings other than the regular education class when the nature of severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific interventions to address behavior that interferes with learning. If necessary, the IEP team will reconvene weekly in order to adjust the plan to ensure the student will achieve success in the regular education classroom.

The Northern Bedford County School District's behavior support programs shall be based on positive rather than negative behavior techniques. Students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. Behavior Support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunities for learning and self-fulfillment. De-escalation techniques will be the district's primary focus when dealing with behaviors.

The Northern Bedford County School District has teams in each building that receive yearly training in de-escalation and behavior supports. Currently, all paraprofessionals, administrators and some teachers in each school building have participated in Non-Violent Crisis Intervention Training and hold up-to-date certifications. De-escalation techniques are a focus in that particular training. .

The Northern Bedford County School District does provide School-Based Behavioral Health Services through the school psychologist and the school counselors. These individuals provide one-on-one and small group services to students that exhibit the need. The school district acts as a satellite office to several outside agencies (Alternative Community Resource Program, Children and Youth, Blair Family Solutions). The outside agencies provide services such as mental, social, and behavioral health appointments on the school campus.

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.

The Northern Bedford County School District is not experiencing difficulty ensuring FAPE for any students with disabilities. If the Northern Bedford County School District would encounter difficulty ensuring FAPE, then the school district would incorporate the following procedures: 1) An IEP meeting would be held in order to review programming options within the district based on the individual needs of the student and/or possible implementing new programming within the district 2) If options are attempted and/or ruled out, the school district will determine optional programming at neighboring school districts and/or educational placements that would meet the needs of the student. 3) Once a programming option is determined by the IEP team, the parent/student/school district representative would tour the placement and an IEP meeting would be scheduled to finalize the recommended placement.

The Northern Bedford County School District utilizes an inter-county school district and interagency approach to resolve and locate educational placements/services for hard to place students with disabilities. Currently, Life Skills Support and Multiple Disabilities Support are serviced in multiple district classrooms within Bedford County. These multiple district classrooms are used to provide services and meet the needs of the five Bedford County school districts. The Bedford County special education supervisors meet every other month to coordinate services for the students.

If necessary, the Northern Bedford County School District will utilize other neighboring counties in order to meet the needs of students and offer a continuum of services. However, the school district's primary focus is building upon in-district efforts to meet the needs of all students with disabilities.

If educational programs and/or services are not able to be provided by the school district, Appalachia Intermediate Unit 08, and the Bedford County system as described, then the Northern Bedford County School District will utilize the services of Children and Adolescent Service System Program (CASSP). CASSP is in place to collaboratively design and implement services for students. The following agencies that could participate in this collaboration: Bedford County MH/MR (Cornerstone Community Services), Children and Youth Services, Office of Probation, Drug and Alcohol, Extended Family Academy, Home Nursing, Family Behavioral Resources, Nulton Diagnostic and Treatment Center, Alternative Community Resource Program. All of the agencies, the school district, and families work collaboratively to resolve issues and locate educational placements and/or services for hard to place students. The Northern Bedford County School District also will seek consultation from the Appalachia Intermediate Unit 08's interagency coordinator and/or social worker. The Northern Bedford County School District entrusts Early Intervention activities to the Appalachia Intermediate Unit 08. When a student in that program reaches school age, several district representatives (building principal, special education supervisor, school psychologist, school counselor, speech therapist, kindergarten teacher) will attend Early Intervention Transition meetings. The school district will coordinate all the recommendations per student need to ensure a successful transition.

The Bedford County school districts have had and continue to have discussions regarding opening autistic support classrooms throughout the county to provide students with the need of supplemental or fulltime services. Discussion and organization of such a program

is still under discussion and will be determined per individual student needs. Discussion within our district has been held in order to service students who are identified as having an emotional disturbance if the need is greater than an itinerant level of support. The district has teachers in house that can provide supplemental services if a need arises for a student.

Strengths and Highlights

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

The Northern Bedford County School District is committed to providing a continuum of quality special education services and programs for students by offering curriculum and instructional strategies to meet the differing needs and learning styles of each student in the least restrictive environment. Each school year, the staff is provided with professional development that focuses on topics regarding effective educational and instructional practices which benefit students with special needs. For example, the district's current comprehensive plan indicates that differentiated instruction is a focus for all of our staff. The Northern Bedford County School District has a strong support system for its students. The staff includes a superintendent, three principals, a special education supervisor, a school psychologist, two nurses, three school counselors, a speech/language pathologist, nine special education teachers, 3 paraprofessionals in the elementary school, 2 paraprofessionals in the middle/high school, and approximately eighty content teachers. Additionally, the Northern Bedford County School District contracts services through the Appalachia Intermediate Unit 08. The school district works with neighboring school districts in a consortium to provide Life Skills Support and Multiple Disabilities Support. Individuals from outside agencies support our students inside the school environment for behavioral, social, and mental health concerns. All individuals are committed to assisting students with special needs achieve their maximum potential.

All paraprofessionals in the Northern Bedford County School District have completed Competency Credentials through the state of Pennsylvania as well as up-to-date training in the following areas: CPR, First Aid Training, Promoting Positive Behavior, Autism, accommodations and modifications, and Non-Violent Crisis Intervention training. Each school year, the paraprofessionals complete at least twenty hours of mandated training by attending in-district and/or out-of-district professional development workshops that pertain directly to their job responsibilities.

Since 2008, the Northern Bedford County School District has implemented co-teaching across the entire district (K-12). Based upon the individual needs of students, pupils are included in the regular classroom and instructed with the general education curriculum. All teachers that instruct students with special needs have been provided with training in the Co-Teaching Model. The training was provided by Appalachia Intermediate Unit 08 consultants in the Co-Teaching Model. This model provides students with an expert content teacher and an expert strategist teacher in the same classroom at the same time. This

model assists in the incorporation of differentiated instruction on an individualized basis for students which promotes success and progress in the general education curriculum based upon learning styles.

The Northern Bedford County School District includes students with special needs in the regular classroom to the maximum extent possible. The special education teachers and the regular education teachers work very closely with planning, accommodations, and modifications for students with special needs. The school district recognizes the importance of collaboration and planning between the special education and regular education teachers in order to deliver services and instruction to the highest standards. Elementary special education and regular education teachers are provided with release time to plan together on a bi-weekly basis. The middle school and high school teachers are provided common planning times each day to plan and discuss the needs for successful instruction in the classroom.

The Northern Bedford County School District utilizes an Educational Support Team (EST) approach to help locate and provide services to students who are struggling with academics due to learning, emotional, or behavioral difficulties. The EST process is comprised of an easy to follow, step-by-step format that enables the school staff and parents to work collaboratively on helping students overcome their problems and achieve academic success. These steps begin with an initial contact between the parents/guardians/teachers and proceed through various data collection procedures and ends with a summary of the results provided to parents and teachers along with specific recommendations.

The Northern Bedford County School District employs three school counselors across the district. One school counselor is at the elementary and the other two are assigned to the middle/high school level. The school counselor responsibilities include: classroom lessons, group counseling, one-on-one counseling, career planning, and scheduling. The school counselors are very involved in supporting students and their success within their chosen programs.

Students at the middle school and high school level who receive special education services have many options and supports available to them that will aid in their transition from school to adulthood. Transitional activities and services begin to become the major focal point surrounding the student's educational programming at their individual education plan meetings. At Northern Bedford County School District, the students transitional needs are addressed through a variety of programs, services, and activities. Students can select to participate in one of our on-campus Career and Technical Education (CTE) programs (i.e. Agriculture, Auto-mechanics, Building Trades, Family & Consumer Science, Business, Horticulture) or choose to attend the Bedford County Technical Center, which offers a variety of additional CTE programs (Automotive, Agriscience-Biotech, Cosmetology, Welding, Health Assistant, Building Trades, and Institutional Food Service). The Northern Bedford County School District supports transition activities that involve students working in the school setting to gain valuable work skills. Examples of this include students working with our food service personnel, maintenance/custodial staff, and secretarial staff. The school district also works with local businesses in order to provide paid and unpaid job experiences for students.

In addition to the above mentioned programs and activities, students receiving special education services participate in a variety of other activities that address their transitional needs. Examples of these programs and activities are as follows: Driver's Education (with additional support from the transition coordinator to assist in obtaining a driver's permit), job shadowing activities, career planning courses, interest inventories, field trips to institutions of higher education, involvement in meetings with outside agencies that provide services outside or after school (MH/MR, OVR). The transition coordinator assists all students with voter registration when nearing voting age. The transition coordinator assists students with special needs in registering with the Selective Service when turning eighteen.

The Northern Bedford County School District implemented Response to Intervention and Instruction (RtII) in 2008 at the elementary level. The RtII model has assisted in locating and providing services to students who are struggling with academics due to learning, emotional, or behavioral difficulties. This process enables a group of professionals that have legitimate educational interest in a child, as well as the parents, to work collaboratively to plan and implement interventions and instruction to make progress in the general education curriculum. This multi-tiered approach allows interventions to be determined based upon monthly meetings where teachers analyze performance data and collaborate based upon the needs of individual students to determine an action plan.

Students with special needs may also be placed in the the tiered levels of RtII in order to monitor progress. This has become a valuable tool for staff, parents, and students in charting progress of specific skills. The elementary school also has a remedial reading program and a math coach that provide specialized instruction to students with skill deficits either in a co-teaching model, small group or one to one.

The Northern Bedford County School District believes that by utilizing the Standards Aligned System (SAS), the district will provide a comprehensive approach to support student achievement. Additionally, the school district has developed a resiliency matrix to ensure students have resiliency building conditions within the school environment to access in order to successfully overcome adversity.

The Northern Bedford County School District recognizes the needs of special education students are very diverse and that the constant exploration and implementation of new practices are crucial to provide quality services. The school district will continue to demonstrate a strong commitment to enhance and further develop its current special education services and programs.

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
Spring Cove School District	Neighboring School Districts	Life Skills Support	3
Everett Area School District	Neighboring School Districts	Life Skills Support	3
Bedford Area School District	Neighboring School Districts	Life Skills Support	2
Chestnut Ridge School District	Neighboring School Districts	Life Skills Support	2

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: November 24, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Bedford County Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	9 to 11	1	0.05
Northern Bedford County High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	16 to 18	1	0.05

Program Position #2 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 14, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Bedford County High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	16 to 18	1	0.05

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 14, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Bedford County Elementary School --HA	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	22	0.8
Justification: Speech teacher meets with student one on one or small group and does not exceed the three year age range when providing services.							
Northern Bedford County Middle School--HA	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 13	9	0.2

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 11, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Bedford County Elementary School--SH	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	3	0.5
Northern Bedford County Elementary School SH	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	9 to 11	3	0.4
Northern Bedford County Elementary School-SH	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	1	0.1

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 1, 2016

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Bedford County Elementary School --KL	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	1	0.9
Northern Bedford County Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 7	1	0.1

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 14, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Bedford County Elementary School --JD	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 10	1	0.1
Northern Bedford County Elementary School --JD	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	8	0.5
Northern Bedford County Elementary School JD	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	1	0.2
Northern Bedford County Elementary School JD	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 9	1	0.1
Northern Bedford County Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 10	1	0.1

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 14, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building	Type of	Level of	Age	Caseload	FTE
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		Type	Support	Support	Range		
Northern Bedford County Elementary School--TH	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 12	2	0.2
Northern Bedford County Elementary School --TH	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	5	0.6
Northern Bedford County Elementary School TH	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	2	0.2

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 1, 2016

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Bedford County Middle School --MB	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	9	0.9
Northern Bedford County Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	1	0.1

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 14, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Bedford County Middle School -KC	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	11	0.8
Northern Bedford County Middle School -KC	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 15	1	0.2

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 14, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Bedford County High School --JG	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	8	1

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 1, 2016

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Bedford	A Senior	A building in	Itinerant	Learning	15 to	9	0.9

County High School - -PK	High School Building	which General Education programs are operated		Support	19		
Northern Bedford County High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	1	0.1

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: September 14, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Northern Bedford County High School - -CR	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	9	0.5
Northern Bedford County High School - -CR	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 19	3	0.1
Justification: Teacher meets one on one with students to instruct.							
Northern Bedford County High School - -CR	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	16 to 17	1	0.1
Northern Bedford County High School - -CR	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	1	0.2
Northern Bedford County Middle School--CR	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 15	2	0.1

Special Education Support Services

Support Service	Location	Teacher FTE
Instructional Assistants	Northern Bedford County Elementary School	3
Instructional Assistants	Northern Bedford County Middle/High School	1
Special Education Supervisor	Northern Bedford County School District	1
School Psychologist	Northern Bedford County School District	0.67

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	457 Minutes

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

Our accomplishments continue to be scoring above the state average on PSSA/Keystone exams. Our systemic challenge is to focus on open ended questioning and to show academic growth of all students. We will be focusing on DOK professional development during the remainder of this plan.

District Accomplishments

Accomplishment #1:

The district has caring, committed, hard-working and highly qualified staff. Evidence of this includes high expectations for all students both academically and morally (citizenship) and recognition that continual improvement is necessary.

Accomplishment #2:

The district enjoys strong local community support and there is a positive image of our schools both in surrounding communities and other school districts.

Accomplishment #3:

Despite limited financial resources the district has the following programs in place:

- Strong extracurricular programs
- 1:1 computing at the high school level
- 1:1 computing at the middle school
- A virtual academy in the middle school and high school
- Four approved CTE programs
- Co-teaching at all levels
- Dual enrollment courses

- An RtII program in the elementary and middle school
- Extra staff resources for reading and math
- Five honors classes in ELA and science

Accomplishment #4:

Both the elementary and secondary (middle school / high school) have strong School Performance Profile scores (SPP) based on the most recent data available.

District Concerns

Concern #1:

The district lacks adequate resources to ensure the academic success of all students and this is reflected in the following areas:

- Budget - lack of instructional staffing, RtII materials/resources, and additional technology infrastructure/resources
- Time - for staff instructional collaboration, for transition planning between the elementary, middle school and high schools
- Facilities - need for infrastructure improvements

Concern #2:

The district needs to provide professional development opportunities to the instructional staff in the following areas:

- HOTS - For the effective implementation of the PA Core Standards
- Instruction - To ensure the academic success of all students
- Enrichment - To ensure that all students achieve a minimum of one year's growth each year
- Remediation - To ensure that all students achieve at least one year's growth each year
- Implementing PA Core Standards - Provide staff training in the use of PDE's Standard Aligned Systems (SAS)
- Using Data to drive instructional improvement - Train staff how to develop action plans to document student achievement gains

- Differentiated Instruction - More of an emphasis needs to be given to individual student achievement
- Use of Instructional Tools/Programs - Provide training to staff to utilize current best practices and programs

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

The district needs to provide professional development opportunities to the instructional staff in the following areas:

- HOTS - For the effective implementation of the PA Core Standards
- Instruction - To ensure the academic success of all students
- Enrichment - To ensure that all students achieve a minimum of one year's growth each year
- Remediation - To ensure that all students achieve at least one year's growth each year
- Implementing PA Core Standards - Provide staff training in the use of PDE's Standard Aligned Systems (SAS)
- Using Data to drive instructional improvement - Train staff how to develop action plans to document student achievement gains
- Differentiated Instruction - More of an emphasis needs to be given to individual student achievement
- Use of Instructional Tools/Programs - Provide training to staff to utilize current best practices and programs

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

Aligned Concerns:

The district lacks adequate resources to ensure the academic success of all students and this is reflected in the following areas:

- Budget - lack of instructional staffing, RtII materials/resources, and additional technology infrastructure/resources

- Time - for staff instructional collaboration, for transition planning between the elementary, middle school and high schools
- Facilities - need for infrastructure improvements

Systemic Challenge #3 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Systemic Challenge #4 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Systemic Challenge #5 (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Systemic Challenge #6 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: Classroom observations, PVAAS, state testing, teacher assessments

Specific Targets: Increased academic rigor as evidenced by DOK focused walk throughs and analysis of teacher developed assessments.

Strategies:

Differentiated Instruction

Description:

The Northern Bedford County School District will provide professional development in the area of differentiated instruction to meet the needs of diverse learners in the classroom. SAS Alignment: Instruction, Standards, Assessment, Curriculum Framework, Materials & Resources

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

Implementation Steps:

Assess Effectiveness of Implementation of Differentiated Instruction in District Classrooms

Description:

District administrators will assess individual classroom teacher data and their student achievement (PSSA/Keystones) results as well as student growth (PVAAS) both through written and observed methods to assess the effectiveness of their implementation of differentiated instruction strategies.

Start Date: 8/1/2014 **End Date:** 6/30/2021

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

Supported Strategies:

- Differentiated Instruction

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

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: state assessments, local assessments, administrative walk throughs

Specific Targets: Increased scores on state and local assessments.

Strategies:***Substantial Professional Development***

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

Resource:

<http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction

Implementation Steps:***Staff Professional Development Training*****Description:**

- All NBCSD staff will implement the PA Core Standards using the SAS Portal
- All NBCSD staff will complete the PA Core/SAS professional development training evidenced by Act 48 professional development paperwork.

Start Date: 8/1/2014 **End Date:** 6/30/2020

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

Supported Strategies:

- Substantial Professional Development

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Substantial Professional Development
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/1/2014	6/30/2020	Staff Professional Development Training	<ul style="list-style-type: none"> All NBCSD staff will implement the PA Core Standards using the SAS Portal All NBCSD staff will complete the PA Core/SAS professional development training evidenced by Act 48 professional development paperwork. 	Administrative Staff	7.5	5	95	To Be Determined	IU, College, PaTTAN	Yes

Knowledge	Staff will become more familiar with the PA Common Core Standards and the SAS portal
Supportive Research	Professional development will provide the opportunity for teachers to help students learn what they need to know and be able to do.
Designed to Accomplish	<p>For classroom teachers, school counselors and education specialists:</p> <p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with</p>

attention given to interventions for struggling students.

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

- LEA Whole Group Presentation
- Series of Workshops
- Department Focused Presentation
- Professional Learning Communities
- Offsite Conferences

Participant Roles

Dir

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex
- School counselors
- New Staff
- Other educational specialists

Grade Levels

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

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

Affirmed by Randy Wiand on 8/8/2017

Board President

Affirmed by Todd Beatty on 7/17/2017

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Randy Wiand on 8/8/2017

Board President

Affirmed by Todd Beatty on 7/17/2017

Superintendent/Chief Executive Officer