

Saint Clair Area SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

227 S Mill St
Saint Clair, PA 17970
(570)429-2716
Superintendent: Sarah Yoder
Director of Special Education: Kacie Fetterolf (Special Education Coordinator)

Planning Process

Saint Clair Area School District began the planning process in the summer of 2018. The District followed the Phase 1 District Level Comprehensive Planning Work Flow Chart to guide the process of the plan. Superintendent Sarah Yoder, Special Education Coordinator Kacie Fetterolf, and Assistant Principal Sam Kochenberger attended the Comprehensive Planning Phase 1 LEA Training at PaTTAN Malvern on 7/11/18.

We began the process with the staff during In-service in August of 2018. The District's Special Education Plan was led by Mrs. Kacie Fetterolf, Supervisor of Special Education, which received PDE approval in May of 2019. Since the Saint Clair Area School District is comprised of only one K-8th grade building, the District Level Plan is the School Level Plan. The school district serves students in grades kindergarten through eighth grade and pays tuition for 9th-12th grade students to attend Pottsville Area High School.

Implemented the Comprehensive planning process with the following sessions (a student member attended the committee meetings):

(A) November 6, 2018 - Faculty meeting for data review (PVAAS with quintile reports and eMetric with grade level and cohort comparisons) and guiding questions for Comprehensive Planning

(B) November 12, 2018 - Time was provided during Act 80 in-service to finalize Guiding Questions.

(C) January 16, 2019 - District Comprehensive Planning committee meeting was held. The attendees discussed the process and used think/pair/share to revise the vision, mission, shared values, and educational community sections. Part I of data review included 2013-2018 School Performance Profiles and the Future Ready Index. Significant revisions were made to the educational community portion.

(D) February 20, 2019 - The final revisions to the vision, mission, shared values, and educational community sections were proposed during a virtual District Comprehensive Planning committee meeting. Part II of data review included PIMS (enrollment, low income, and ELL), eMetric, PVAAS, and Statewide 2030 goals/interim targets.

(E) February 26, 2019 - Staff reviewed proposed changes to the vision, mission, shared values, and educational community sections during a faculty meeting.

(F) March 20, 2019 – The District Comprehensive Planning committee finalized the vision, mission, shared values, and educational community sections. There was a question/answer session about Part II of the data review. The group agreed upon three strengths and three prioritized challenges for action planning.

(G) March 28, 2019 – The Leadership team had a discourse with instructional coaches on access and opportunities for students and staff. Improvement of SEL, family connections, and LGBTQ professional development for students and staff were highlighted. (Reading Counseling provided a LGBTQ workshop on June 10th.

(H) April 15, 2019 - Staff provided feedback on identified strengths, prioritized challenges, and action planning steps.

(I) April 17, 2019 - The Comprehensive Planning committee virtually checked in. Individual and small group meetings were scheduled with staff for clarifying information as necessary.

(J) May 29, 2019 - Special Education plan was approved by the PDE.

(K) Summer of 2019 - Information was entered into the online tool.

Mission Statement

The mission of the Saint Clair Area School District is to work with the community to provide a safe, welcoming, student-oriented learning environment in which each student is challenged to reflect, question, and create.

Motto: Learn and grow as a community

Vision Statement

At the Saint Clair Area School District, we are committed to cultivate an encouraging school climate in which students learn and experience growth. As a district, we work to provide all students with diverse opportunities in conjunction with our community to become future stewards of our democratic society.

Shared Values

The Saint Clair Area School District believes:

Positive relationships among stakeholders empower students to be educationally invested.

An emphasis on forward thinking is necessary for students to acquire adaptive skills to achieve future successes.

Within and beyond our school district, communication and collaboration of ideas, strategies, and resources are essential to maximize equity for learners.

Educational Community

The Saint Clair Area School District is located in central Schuylkill County, Pennsylvania. While small in population with less than 7,000 residents, the district encompasses approximately 48 square miles comprised of the boroughs of Middleport, New Philadelphia, and Saint Clair combined with the townships of Blythe, East Norwegian, and New Castle. The district's proximity to Interstates 80 and 81 allows for easy access to metropolitan areas. The district has relationships with local businesses including those within the Saint Clair Industrial Park and Coal Creek Commerce Center. The district has experienced recent growth due to the expansion of Coal Creek and the planned Northpoint Development distribution centers in the area of the former Schuylkill Mall in New Castle Township.

The Saint Clair Area School District has one school building, Saint Clair Area Elementary/Middle School for students Kindergarten through 8th grade. The school itself is situated on one full neighborhood block in Saint Clair giving a unique setting in the rural school district. The district has a partnership with Child Development, which educates preschool children within the Elementary/Middle School in the Kindergarten wing. The Child Development program earned a PA Keystone STARS 4 Rating and progressively serves students and their families through Head Start and Pre-K Counts with a focus on Social-Emotional Learning and Positive Behavior Interventions and Supports in addition to academics. The Saint Clair Area School District has had tuition agreements with Pottsville Area School District since the 1989-1990 school year for 9th – 12th grade students to attend Pottsville Area High School. High school students also have access to 21 programs of study in Schuylkill Technology Centers.

A variety of athletics, clubs, and program opportunities are offered to Saint Clair Area Elementary/Middle School students including:

- *ACHIEVE After School Program*
- *Art Club*
- *Band*
- *Basketball*
- *Big Impact*
- *Book Club*

- *Bowling*
- *Challenge Class*
- *Chess Club*
- *Chorus*
- *Counseling4Careers/Spark*
- *Cross Country (cooperative with Pottsville Area School District)*
- *Envirothon*
- *Field Trips*
- *Football (cooperative with Pottsville Area School District)*
- *Honor Society*
- *Law Day*
- *Math 24 and Math Counts*
- *Porcupine Pat*
- *Saint Clair News Network*
- *Saints Club*
- *School Dances*
- *Ski Club*
- *Softball*
- *Spelling Bee*
- *STEM K'nex*
- *Student Council*
- *Tech Club*
- *Track & Field (cooperative with Pottsville Area School District)*
- *Tutoring*
- *What's So Cool About Manufacturing*

- *Wrestling (cooperative with Pottsville Area School District)*
- *Yearbook*
- *Youth Summit*

A greater focus on building positive relationships and decision making is reflected in the HALO Positive Behavior Intervention and Supports programming and reward system.

Along with these activities, the school building and facilities serve as the hub of our community. Family events to showcase student work and performances include Arts Fest, Book Fairs, Title I Family Nights, Career programming, and more. Various organizations such as Boy Scouts/Girl Scouts, Little League Baseball, Bidy Basketball, Midget Football, Parent-Teacher Organization (PTO), Travel Baseball, Travel Basketball, VFW, and YMCA use the school facilities for activities throughout the year.

Resource links:

Big Impact (formerly Big Brothers/Big Sisters): <https://www.bigschuylkillcounty.org>

Borough of Saint Clair: <http://www.stclair-gov.org>

Census data analysis from ProximityOne: <http://proximityone.com/sddep/42/4222710dep.htm>

Child Development: <http://childdevelop.org>

Coal Creek Commerce Center: <http://www.rrpmi.com/coal-creek-commerce-center.html>

Hexcel Corporation: <https://www.hexcel.com/About/Site-Locations/1453/hexcel-pottsville>

Northpoint Development: <https://beyondthecontract.com>

Pottsville Area High School: <https://www.pottsville.k12.pa.us/Domain/8>

Schuylkill Intermediate Unit #29: <https://www.iu29.org> and

<https://www.facebook.com/SchuylkillIntermediateUnit29>

Schuylkill Technology Centers: <https://www.stcenters.org> and

<https://www.facebook.com/STCProud>

Strike Zone Alleys: <http://strikezonealleys.com> and www.facebook.com/StrikeZoneAlleys

Planning Committee

Name	Role
Sam Kochenberger	Administrator : Professional Education Special Education Schoolwide Plan
Terry Schane	Administrator : Schoolwide Plan
Sarah Yoder	Administrator : Professional Education Special Education Schoolwide Plan
Mike Holobetz	Board Member : Special Education
Tom Kaledas	Board Member : Schoolwide Plan
Jeanette Zembas	Board Member : Professional Education Schoolwide Plan
Carla Driscoll	Business Representative : Schoolwide Plan
Marie Groody	Business Representative : Professional Education Schoolwide Plan
Heather Houghton	Business Representative : Schoolwide Plan
Lisa Logan	Business Representative : Professional Education Schoolwide Plan
Kieran Schuettler	Business Representative : Schoolwide Plan
Kelly Valenti	Business Representative : Schoolwide Plan
Fred Cicero	Community Representative : Professional Education Schoolwide Plan
Bill Dempsey Jr	Community Representative : Schoolwide Plan
Bill Dempsey Sr	Community Representative : Schoolwide Plan
Jen Fegley	Community Representative : Professional Education Schoolwide Plan
Bev Acri	Ed Specialist - Other : Professional Education Schoolwide Plan
Jennifer Buletza	Ed Specialist - Other : Professional Education Schoolwide Plan
Jessica Padfield	Ed Specialist - Other : Professional Education Schoolwide Plan
Melissa Carr	Ed Specialist - School Counselor : Professional Education Schoolwide Plan
Michele Turnitza	Ed Specialist - School Nurse : Schoolwide Plan
Lisa Gasper	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Mildred McCormick	Elementary School Teacher - Regular Education : Schoolwide Plan
Sandra Mickonis	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan

Erin Trezise	Elementary School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
Not Applicable	High School Teacher - Regular Education : Professional Education
Not Applicable	High School Teacher - Regular Education : Professional Education
Riyuichi Narita	Instructional Technology Director/Specialist : Schoolwide Plan
Daniella Ciccozzi	Middle School Teacher - Regular Education : Schoolwide Plan
Jamison Gunoskey	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Eileen Tarconish	Middle School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
Tiffany Brack	Parent : Schoolwide Plan
Scott Clews	Parent : Professional Education Schoolwide Plan
Jackie Demcher	Parent : Schoolwide Plan
Michele Zembas	Parent : Professional Education Schoolwide Plan
Kacie Fetterolf	Special Education Director/Specialist : Professional Education Special Education Schoolwide Plan
Carly Demcher	Student : Professional Education Schoolwide Plan
Chloe Demcher	Student : Schoolwide Plan
Emily Lorence	Student : Schoolwide Plan
Francis Uhrin	Student : Schoolwide Plan

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Due to budgetary constraints, the District suspended the Family Consumer School Program in June, 2014. The District implements aspects of this program within the core curriculum. Curriculum mapping and alignment occur on an annual basis formally and/or informally.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing

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

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

Due to budgetary constraints, the District suspended the Family Consumer School Program in June, 2014. The District implements aspects of this program within the core curriculum. Curriculum mapping and alignment occur on an annual basis formally and/or informally.

Middle Level

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

Education		
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Accomplished
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

Due to budgetary constraints, the District suspended the Family Consumer School Program in June, 2014. The District implements aspects of this program within the core curriculum. Curriculum mapping and alignment occur on an annual basis formally and/or informally.

High School Level

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

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

The Saint Clair Area School District does not have a high school. Saint Clair has a tuition agreement for 9th through 12th grade students to attend Pottsville Area High School.

Adaptations

Elementary Education-Primary Level

Checked answers

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

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

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

Unchecked answers

None.

Middle Level

Checked answers

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

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

The Saint Clair Area School District has developed, expanded, and/or improved in specific content areas in collaboration with IU #29, within in-service programs, during PLCs, and/or through common planning.

The Saint Clair Area School District does not have a high school. Saint Clair has a tuition agreement for 9th through 12th grade students to attend Pottsville Area High School.

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,	Developing

instructional unit or interdisciplinary studies and academic standards are identified.	
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:

District staff members have a focus of reflecting on aspects of curriculum and standards. The District uses multiple sources of data including but not limited to Acadience Math (formerly DIBELS Math), Acadience Reading (formerly DIBELS Next), ST Math, 4-Sights, PSSAs, and Fountas & Pinnell to identify relative strengths and weakness to determine curricular and instructional revisions to better meet student needs. Professional Learning Communities (PLCs) and MTSS teams meet on a monthly basis to analyze student data and develop shared practices.

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:

District staff members have a focus of reflecting on aspects of curriculum and standards. The District uses multiple sources of data including but not limited to Acadience Math (formerly DIBELS Math), Acadience Reading (formerly DIBELS Next), ST Math, 4-Sights, PSSAs, and Fountas & Pinnell to identify relative strengths and weakness to determine curricular and instructional revisions to better meet student needs. Professional Learning Communities (PLCs) and MTSS teams meet on a monthly basis to analyze student data and develop shared practices.

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:

District staff members have a focus of reflecting on aspects of curriculum and standards. The District uses multiple sources of data including but not limited to Acadience Math (formerly DIBELS Math), Acadience Reading (formerly DIBELS Next), ST Math, 4-Sights, PSSAs, and Fountas & Pinnell to identify relative strengths and weakness to determine curricular and instructional revisions to better meet student needs. Professional Learning Communities (PLCs) and MTSS teams meet on a monthly basis to analyze student data and develop shared practices.

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.	Non Existent
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Non Existent
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Non Existent
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Non Existent

Processes used to ensure Accomplishment:

This narrative is empty.

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

The Saint Clair Area School District does not have a high school. Saint Clair has a tuition agreement for 9th through 12th grade students to attend Pottsville Area High School.

Modification and Accommodations

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

The District utilizes strategies to modify and accommodate lessons and assessments, so students have access to rigorous curriculum, regardless of mental and physical ability levels. Supplemental materials and supports are included in planned instruction, so students are learning in their Least Restrictive Environments. The District uses various forms of data including classroom exams, formative assessment, and progress monitoring including Acadience Math and Reading (previously known as DIBELS), AIMSweb, 4-Sight, PSSA, and Fountas & Pinnell to identify student needs so that accelerations or interventions can take place based on student growth. District staff members employ co-teaching and differentiated instruction to better meet all students needs. Our Special Education Point of Contact (SPOC) provided a targeted training on 8/12/19 for special education teachers concerning IEP writing and modifications/accommodations. Regular professional development is provided by instructional coaches leading PLCs. Executive Functioning is a topic for upcoming in-service on 1/20/20 for all staff.

Instruction

Instructional Strategies

Checked Answers

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

Formal classroom observations are completed based on the Educator Effectiveness rubrics. Teachers complete self-evaluations prior to both the pre-observation conference (domains 1 and 4) and the post observation conference (domains 2 and 3). Teachers and administrators meet for a pre-observation conference focusing on Planning and Preparation and Professional Responsibilities. During the observation, the focus is on Classroom Environment and Instruction. The formal observation is then discussed during the post-observation conference.

Administrators conduct walk-throughs throughout the year, and feedback is given to the individual teachers. This information is used to determine needs for professional development.

Exchange professional development was added as an option for staff to select training/conference/book study to improve instruction and school climate, which will ultimately positively impact student achievement and growth. The instructional coaches led book studies in the summer of 2019. Since most staff participated, we anticipate staff will continue to select this option in future years. Tenured teachers who participate in book studies may also select the Peer Evaluation/Coaching alternative evaluation to provide opportunities for teachers to increase consistency.

Instructional coaches lead Professional Learning Communities, and teachers co-plan as appropriate to accomplish greater consistency in instruction, curriculum, and assessment.

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

This narrative is empty.

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.	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.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not Applicable
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not Applicable
Differentiated instruction is used to meet student needs.	Not Applicable
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not Applicable

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

The Saint Clair Area School District does not have a high school. Saint Clair has a tuition agreement for 9th through 12th grade students to attend Pottsville Area High School.

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.

We have been advertising with promotions on Facebook (tagging universities) and on our website. We communicate with PA Colleges/Universities that offer the specific certifications necessary. We consider PSBA, PARSS, and local newspapers if we do not have a satisfactory applicant pool.

School administration evaluates student performance through an analysis of student data and teacher recommendations. An annual review is conducted to evaluate students' needs and review staff assignments. Scheduling changes have been made over the past two years to better meet students need through MTSS.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Graduation Requirement Specifics

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

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

Unchecked answers

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

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

- 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.

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	
Keystone Exams			X	
Teacher-created Unit and/or Chapter Tests	X	X	X	
ELA and Math Quarterly Common Assessments	X	X	X	
Projects	X	X	X	

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Acadience Reading (Formally known as DIBELS)	X	X		
Acadience Math (Formally known as DIBELS Math)	X	X		
AIMSWEB	X	X	X	
4Sight		X	X	
Fountas and Pinnell	X	X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Projects	X	X	X	
Ticket in the Door	X	X	X	
Exit Tickets	X	X	X	
Classroom Observations	X	X	X	
Student Portfolios	X	X	X	
Graphic Organizers	X	X	X	
Classwork	X	X	X	
Homework	X	X	X	
Progress Monitoring	X	X	X	
Whiteboards	X	X	X	
Think-Pair-Share / Turn and Talk	X	X	X	
Math iXL	X	X	X	
ST Math	X	X	X	
Signposts	X	X	X	

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
4-Sight (Use results in MTSS)		X	X	
Acadience Reading (Use results in MTSS)	X	X		
Acadience Math (Use results in MTSS)	X	X		
Fountas and Pinnell (Use results in MTSS/LLI)	X	X	X	

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review	X	X	X	
LEA Administration Review	X	X	X	
Building Supervisor Review	X	X	X	
Department Supervisor Review				

Professional Learning Community Review	X	X	X	
Instructional Coach Review	X	X	X	
Teacher Peer Review	X	X	X	

Provide brief explanation of your process for reviewing assessments.

Both the building and district administrators conduct reviews both formally and informally to ensure teachers are developing multiple and varied standards-aligned assessments to impact student learning. This is done through walkthroughs, administrative review of teacher assessments, formal and informal evaluations, and Professional Learning Community review of student/teacher assessments. All teachers review Benchmarks, formative, and summative test results and guide, change, and adapt instructional practices. Benchmarks are conducted a minimum of four times per year. We have an ongoing relationship with Intermediate Unit #29 for professional development. We are building upon the foundation of curriculum mapping and common assessments which took place in 2017-2018 and 2018-2019. Our future goals include improving data use and our communication to families with respect to curriculum and assessment.

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.

NA

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 Saint Clair Area School District uses multiple sources of data to drive instruction. Raw PSSA and Keystone data with tentative proficiency percentages and historical reviews are disseminated to teachers through email by the Superintendent when results are available electronically in the summer. eMetric and PVAAS data are shared in the fall during in-service and/or faculty meetings as well as in depth assessment anchor review with instructional coaches. The Acadience (formerly DIBELS) and 4Sight assessments are used to benchmark students in both reading and mathematics. MTSS grade level teams meet with an administrator on a monthly basis to identify students who would benefit from MTSS interventions for Attendance, Behavior, and/or Curriculum/skill acquisition. Educators analyze data and discuss instructional use during PLCs, In-service, Common planning, and MTSS meetings.

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 Saint Clair Area School District utilizes various instructional offerings to assist students who are not proficient. These offerings include but are not limited to MTSS intervention services provided through both push in and pull out methods: small group instruction in the classroom or 9th period, lunch help, after school tutoring, ACHIEVE after school program, Title I Services (including LLI), and co-taught classrooms.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	
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	
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	
Instructional practices modified or adapted to increase student mastery.	X	X	X	

Provide brief explanation of the process for incorporating selected strategies.

The Saint Clair Area School District utilizes a standards based report card at certain grade levels that communicates student's progress, mastery, or lack of progress in the PA Core Standards. Families receive individual student reports from PSSA and Keystone exams. Professional development related to best instructional practices is provided to staff on an ongoing basis through the district, Intermediate Unit #29, or other provider. Professional Learning Community meetings with instructional coaches and common planning occur on a regular basis. This time is utilized for instructional planning with PA Core Standards, instructional adjustments based on student data, data analysis of individual students, and the planning for interventions as needed. Additionally, the analysis of progress monitoring and the planning for formative and summative assessments is also conducted during this time.

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

The Saint Clair Area School District does not have a high school. Saint Clair has a tuition agreement for 9th through 12th grade students to attend Pottsville Area High School.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The Saint Clair Area School District utilizes communication methods to parents/guardians through PDE websites, the District website, PSSA letter to guardians, the District newsletter, local media reports, individual meetings as requested, school board meetings, press releases, and information in the school calendar and student handbook. The District believes in a transparent system where information is shared openly with all stakeholders.

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

The Saint Clair Area School District does not have a high school. Saint Clair has a tuition agreement for 9th through 12th grade students to attend Pottsville Area High School.

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 Saint Clair Area School District only has one school building, Saint Clair Area Elementary/Middle School, and our district pays tuition to Pottsville Area School District for our 9th – 12th grade students to attend Pottsville Area High School. Our staff uses multiple sources of data as safety nets to identify struggling students. This includes but is not limited to Fountas & Pinnell, Acadience (Formerly DIBELS), 4-Sight, and AIMSWEB. Struggling

students are identified through MTSS (Attendance, Behavior, and Curricular/skill acquisition) and are provided instructional interventions.

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

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

Due to lack of funding, we do not have an electronic identification system. Our staff members wear IDs and scan their fobs to enter the school. Visitors are required to sign in/out in the office and wear a visitor badge. Students have IDs from picture day, but they do not use them to scan in or out of a system. The Saint Clair Area School District does not have a high school. Saint Clair has a tuition agreement for 9th through 12th grade students to attend Pottsville Area High School.

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 District informs the public annually about services and programs through our website. Students and families have access to the information in the student handbook at any time because it is a part of the students' agenda books.

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

Teacher and parent referrals are given to the Supervisor of Special Education. The Supervisor of Special Education also reviews assessment data to analyze students who demonstrate potential giftedness through consistent advanced scores on PSSA and other assessments. A permission to evaluate form is then sent home to gain parent consent.

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

Eligibility for Gifted Education is determined through multiple criteria that includes but not limited to, parent and teacher input forms, ability and achievement test scores, rates of acquisition and retention, achievement, performance, expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment. The district uses the Woodcock Johnson IV Tests of Achievement, the Wechsler Intelligence Scale For Children - Fifth Edition, and the Stanford Binet Intelligence Scales - Fifth Edition.

Learning strengths including specialized skills, interests, and aptitudes relevant to the student's suspected giftedness are considered for eligibility. We gather data on any intervening factors which may mask gifted abilities (such as English as a second language, learning disability, physical impairment, or emotional disability).

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.

Saint Clair Area School District offers acceleration and enrichment in each individual child's gifted area. Our Instructional coaches, Gifted teacher, and Supervisor of Special Education provide support to Regular Education teachers with identification of acceleration and enrichment opportunities for students. The District participates in opportunities in and outside of the school building in various disciplines for acceleration and enrichment such as Saint Clair News Network, Challenge class, Environthon, Math Counts, Math 24, and K'nex STEM team. The District works with the Gifted Education students on an individual basis to meet their needs and help them become successful. An Independent study in area of interests and aptitudes relevant to the student's giftedness is one example along the continuum of services.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling	X	X	X	
Attendance Monitoring	X	X	X	
Behavior Management Programs	X	X	X	
Bullying Prevention	X	X	X	
Career Awareness	X	X	X	
Career Development/Planning	X	X	X	
Coaching/Mentoring	X	X	X	
Compliance with Health Requirements -i.e., Immunization	X	X	X	
Emergency and Disaster Preparedness	X	X	X	
Guidance Curriculum	X	X	X	
Health and Wellness Curriculum	X	X	X	
Health Screenings	X	X	X	
Individual Student Planning	X	X	X	

Nutrition	X	X	X	
Orientation/Transition	X	X	X	
RTII/MTSS	X	X	X	
Wellness/Health Appraisal	X	X	X	

Explanation of developmental services:

The Saint Clair Area School District does not have a high school. Saint Clair has a tuition agreement for 9th through 12th grade students to attend Pottsville Area High School.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

The Saint Clair Area School District does not have a high school. Saint Clair has a tuition agreement for 9th through 12th grade students to attend Pottsville Area High School.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	
Case and Care Management	X	X	X	
Community Liaison	X	X	X	
Community Services Coordination (Internal or External)	X	X	X	
Coordinate Plans	X	X	X	
Coordination with Families (Learning or	X	X	X	

Behavioral)				
Home/Family Communication	X	X	X	
Managing Chronic Health Problems	X	X	X	
Managing IEP and 504 Plans	X	X	X	
Referral to Community Agencies	X	X	X	
Staff Development	X	X	X	
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	
System Support	X	X	X	
Truancy Coordination	X	X	X	

Explanation of consultation and coordination services:

The Saint Clair Area School District does not have a high school. Saint Clair has a tuition agreement for 9th through 12th grade students to attend Pottsville Area High School.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Student Handbook	X	X	X	
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Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- Not Applicable

Collaboration for Interventions

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

The District utilizes

- MTSS meetings within each grade level for teachers, administrators, and intervention teachers to collaborate regarding student data and interventions
- Common planning time
- Professional Learning Communities
- In-service and professional development opportunities
- Guidance counselor interventions
- Meetings with parents, students, and staff
- Phone, email and social media communication with families
- SAP process
- ACHIEVE after school program

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

1) The District conducts transition meetings and readiness programs with Childcare and Early Intervention (IU #29) centers. Child Development currently has 5 classrooms within the Saint Clair Area Elementary/Middle School. They participate periodically with our students in PBIS and Book Fair activities. The Director of this site is on our School Planning team.

2) We currently offer the ACHIEVE after school program for 5th-8th graders. We also offer after school tutoring for K-8th grade students daily.

3) The Counseling for Careers (C4C) program (all staff) and Guidance Counselor provide career exploration and instruction on pathways to all K-8 students. We offer a Career Fair, Career field trips including to the Schuylkill Technology Center, Community Career Night, and weekly C4C lessons for all students.

4) We offer lunch help and after school tutoring for K-8th grade students daily. 9th period SPARK is also an opportunity for 5th-8th grade students to receive academic assistance. K-4th students receive tutoring in small groups throughout the day.

Preschool Agency Coordination

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

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

The District participates in transition and early intervention meetings regarding incoming students. The District signs a memorandum of understanding with local early childcare centers. The District also conducts kindergarten orientation, pre-school library, and a bus ride for incoming kindergarten students to acclimate them to school routines.

The District leases space to Child Development for them to operate 5 classrooms. The District works with Child Development to align curriculum and procedures to ease the transition into kindergarten.

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

The Saint Clair Area School District does not have a high school. Saint Clair has a tuition agreement for 9th through 12th grade students to attend Pottsville Area High School.

SAS Incorporation

Elementary Education-Primary Level

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

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

	50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms

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

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

Further explanation for columns selected "

This narrative is empty.

Middle Level

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

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

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable
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
World Language	Not Applicable

Further explanation for columns selected "

The Saint Clair Area School District does not have a high school. Saint Clair has a tuition agreement for 9th through 12th grade students to attend Pottsville Area High School.

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 have another early warning system that we are currently utilizing.

Professional Education***Characteristics***

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	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	
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	
Empowers educators to work effectively with parents and community partners.	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	
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	
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	
Instructs the leader in managing resources for effective results.	X	X	X	

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

The District utilizes various professional development opportunities including in-service, exchange professional development, summer book studies, instructional coaching, ESPI/de-escalation training through grant funding, Title I, and various other opportunities throughout the year. These trainings are used to enhance, empower, and develop our staff's skill sets. These skills include but are not limited to effectively working with parents and community members, gifted and special education strategies, knowledge of certification and opportunities, best practices, MTSS interventions, instructional offerings, use of student data, and assessment. District and building administrators work closely through formal and informal meetings. Additional leadership professional development opportunities are available throughout the year.

#SaintClairCommunity
#LearnAndGrow

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

The Saint Clair Area School District does not have a high school. Saint Clair has a tuition agreement for 9th through 12th grade students to attend Pottsville Area High School.

Professional Development

Saint Clair Area SD Professional Development

Title:	Instructional coaching
Description	Instructional coaching during Professional Learning Communities on a monthly basis Sign-in sheets Follow up walk throughs by peers and administrators
Person Responsible	Instructional Coaches and Administrators
Start Date:	8/26/2019
End Date:	6/30/2025
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
Hours Per Session	0.5
# of Sessions:	7
# of Participants Per Session:	15
Provider:	Instructional coaches
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Varies
Research & Best Practices Base:	Varies
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Increases the educator’s teaching skills based on research on

	<p>effective practice, with attention given to interventions for struggling students.</p> <ul style="list-style-type: none"> • 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.
<p>For school or LEA administrators, and other educators seeking leadership roles:</p>	<ul style="list-style-type: none"> • 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.
<p>Training Format:</p>	<ul style="list-style-type: none"> • Professional Learning Communities
<p>Participant Roles:</p>	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Other educational specialists
<p>Grade Levels:</p>	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8)
<p>Follow-up Activities:</p>	

	<ul style="list-style-type: none">• 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
Evaluation Methods:	<ul style="list-style-type: none">• 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

**Saint Clair Area SD
Professional Development**

Title:	Exchange Professional Development
Description	<p>Summer Book Studies</p> <p>Educator-selected differentiated workshops and conferences</p> <p>SAS Course</p> <p>Evidence includes walk throughs and summaries/reports/presentations</p>
Person Responsible	Instructional coaches and Administrators
Start Date:	8/26/2019
End Date:	6/30/2025
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
Hours Per Session	7
# of Sessions:	1
# of Participants Per Session:	10
Provider:	Various
Provider Type:	Various
PDE Approved:	No
Knowledge Gain:	Various
Research & Best Practices Base:	Various
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.

<p>For school or LEA administrators, and other educators seeking leadership roles:</p>	<ul style="list-style-type: none"> • 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.
<p>Training Format:</p>	<ul style="list-style-type: none"> • LEA Whole Group Presentation • Series of Workshops • Live Webinar • Online-Asynchronous • Offsite Conferences
<p>Participant Roles:</p>	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • New Staff • Other educational specialists
<p>Grade Levels:</p>	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8)
<p>Follow-up Activities:</p>	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator

	<p>and/or peers</p> <ul style="list-style-type: none">• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles• Peer-to-peer lesson discussion
Evaluation Methods:	<ul style="list-style-type: none">• 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

**Saint Clair Area SD
Professional Development**

Title:	Intermediate Unit #29 - Curriculum and Assessment Professional Development
Description	Curriculum Mapping/Alignment Assessment - Depth of Knowledge Common Assessments Informing Families and Community of Curriculum and Assessment #LearnAndGrow #SaintClairCommunity (Listed only 1 year, but we will revisit our plan on an annual basis to see what our needs are.)
Person Responsible	Administrators
Start Date:	8/26/2019
End Date:	5/29/2020
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
Hours Per Session	6
# of Sessions:	2
# of Participants Per Session:	15
Provider:	Intermediate Unit #29
Provider Type:	IU
PDE Approved:	No
Knowledge Gain:	Various
Research & Best Practices Base:	Various
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for

	<p>struggling students.</p> <ul style="list-style-type: none"> • 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.
<p>For school or LEA administrators, and other educators seeking leadership roles:</p>	<ul style="list-style-type: none"> • 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.
<p>Training Format:</p>	<ul style="list-style-type: none"> • Series of Workshops
<p>Participant Roles:</p>	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • New Staff
<p>Grade Levels:</p>	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8)
<p>Follow-up Activities:</p>	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator

	<p>and/or peers</p> <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles
Evaluation Methods:	<ul style="list-style-type: none"> • 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

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:
8/26/2015
The LEA plans to conduct the required training on approximately:
5/25/2020 Staff who have not had the training since 2015 will complete online by this date.

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

Questions
The LEA has conducted the training on:
1/18/2016
The LEA plans to conduct the training on approximately:
5/25/2021 Staff who have not had the training since 2016 will complete online by this date.

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

Questions

The LEA has conducted the training on:
1/18/2016
The LEA plans to conduct the training on approximately:
5/25/2021 Staff who have not had the training since 2016 will complete online by this date.

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 utilizes a professional development survey through IU29 to gather data to assess the needs of the staff. District and building administrators evaluate professional development needs based on both district and student data. Multiple opportunities are provided for the staff to participate in various professional development options including exchange professional development, book studies, coaching training, MTSS training, Career education conferences, and various other opportunities. Professional Learning Communities are used to maintain this high level of professional development in order to make professional development sustainable. Administrators evaluate professional development effectiveness through gathering data from walkthroughs, classroom

observations, feedback from the instructional coaches, and eMetric/Future Ready Index/PVAAS data.

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

This narrative is empty.

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 Saint Clair Area School District participates with the IU29 Induction Program which provides inductees with information on the above goals and objectives. The District also provides each new inductee with a mentor to assist in this process. Administration formally and informally evaluate and provide feedback to support and guide individuals as needed. Inductees fully participate with district level professional development.

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

This narrative is empty.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- 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

None.

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

The Saint Clair Area School District administrators observe, meet, and review the planning and progress of all inductees. Inductees participate in data meetings quarterly in order to evaluate student and teacher progress. Inductees are also guided by administration, grade level teams, and mentors in the execution of district curriculum.

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

This narrative is empty.

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.

Mentors are carefully selected from teachers with excellent understanding of district curriculum and procedures. Considerations are given to those who have a similar certification and are willing to accept additional responsibilities.

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

This narrative is empty.

Induction Program Timeline

Topics	A g - S e p	C t - N o v	D c - J a n	F e b - M a r	A p r - M a y	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X	X	X	X	X	
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X	X	X	X	X	
Standards			X	X	X	X

Curriculum	X	X	X	X	X					
Instruction		X	X	X	X	X				
Accommodations and Adaptations for diverse learners			X	X	X	X	X			
Data informed decision making				X	X	X	X	X		
Materials and Resources for Instruction						X	X	X	X	X

If necessary, provide further explanation.

Topics are discussed with new teachers in PLCs, Common planning, IU Induction meetings, in-service, meetings with mentors, and other professional development opportunities.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The induction of new employees is done through Saint Clair Area School District and IU29. The Induction Program through IU29 is evaluated on an annual basis to review programs effectiveness and to determine topics for the upcoming year. District and Building Administration works with inductees and mentors to determine the effectiveness of the program. New teachers provide feedback at the end of the program to further suggest necessary adjustments.

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: **169**

Identification Method

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

The Saint Clair Area School District uses an ability-achievement discrepancy method. This method is utilized for the purpose of documenting statistically significant discrepancies between a child's predicted achievement levels in each respective area, based on his or her cognitive abilities, and actual achievement levels as evidenced by performance on a standardized academic achievement assessment. The district also establishes educational need by reviewing a child's performance on standardized achievement assessments, by reviewing the results of local assessments and by reviewing the student's individual classroom performance. The following method for identifying students with specific learning disabilities is utilized:

- Data is evaluated to address whether a student does not achieve adequately for the student's age or meet state-approved grade-level standards.
- An intervention process based on the student's response to scientific, research-based intervention which includes documentation of high quality instruction, research-based interventions, response to behavior plans, and regular monitoring of student progress is in place. Progress monitored and presented to determine if interventions are yielding academic/behavioral success. The district currently has MTSS in place to provide tiered interventions within the regular education curriculum.
- Report cards, 4 Sight assessments, PSSA assessments, leveled literacy interventions, and Acadience (formerly DIBELS) are utilized to identify strengths, needs, and progress within the general education curriculum.
- If a student is not responsive to scientific, research-based interventions, a recommendation is made for psychological testing to determine if a student is eligible for special education.
- An evaluation will be utilized to determine patterns of strength and weakness relative to intellectual ability defined by a severe discrepancy between ability and achievement, social emotional status, and behavior strengths and needs. A psychologist, hearing specialist, doctor, and/or therapist (OT, Speech/Language, etc.), may be involved in the testing depending on student need.
- The multi-disciplinary team will convene to determine the need for the special education.
- Parents can initiate a referral for an evaluation at any time.

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 Saint Clair Area School District is over the state average of identified students. The District is showing disproportionalities in the areas of ID and Speech and Language. In the area of Speech and Language, the District will be incorporating the Speech and Language Therapist into the MTSS model to help support students who may be identified with a Speech and Language Disability. Also, the District has started to use Leveled Literacy Intervention (LLI) to provide to students prior to being identified as Special Education. The District will continue to follow the Child Find guidelines to ensure students are appropriately identified for special education services. For the 2019-2020 school year, the District has implemented Professional Development Exchange days for teachers to seek PD throughout the summer.

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?

There are no facilities located in the Saint Clair Area School District providing services to nonresident students as per Section 1306 of the Public School Code. In the event that a facility providing services to 1306 students moves into the Saint Clair Area School District, the District will fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code as indicated below:

Education

al Programs for Students in "Non-Educational" Placements: 22 Pa. Code Section 14.102 (a)(2)(xiii)

Host School District Responsibilities

Under Section 1306 of the Pennsylvania School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host district is responsible for providing the educational program for students,

including students with disabilities who are placed in that facility, and for ensuring the provision of a “free appropriate public education” for eligible children with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for “qualified handicapped students” with Service Agreements in accordance with § 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15.

The host school district cannot refuse to educate a student in a regular or special education program in a regular public school unless 1) a court order requires that the child be educated at the residential facility; 2) a current IEP and NOREP, or a service agreement under 22 PA Code Chapter 15, requires a different placement; 3) the child is currently expelled from his or her last educational placement due to a weapons offense (see, 24 P.S. § 13-1317.2(e.1)) or 4) the student is in an “interim alternative educational setting” and placed in accordance with the IDEA (see, 34 C.F.R. § 300.530 (c), (d)(5), and (g)). Students may not be presumptively assigned to alternative education programs for disruptive youth; such placements must be made in accordance with federal and state disciplinary protections referenced in the BECs;

(1) Alternative Education for Disruptive Youth

(http://www.education.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/alternative_education_for_disruptive_youth/507342), and

(2) Enrollment of Students

(http://www.education.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/enrollment_of_students/507350).

For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host district must consider the educational placement options to educate the student in the host district’s public schools. If the host district and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student’s educational needs, the host school district is responsible for providing the student with a Free Appropriate Public Education (FAPE) and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and §504 of the Rehabilitation Act. For students eligible for services under Chapter 14, this means the host school district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the host school district is responsible for conferring or meeting with the family and for developing a Service Agreement for a “qualified handicapped student” pursuant to Chapter 15.

Child Find Responsibility

In addition to ensuring that an appropriate educational program is provided, the host school district has Child Find responsibility for children “thought-to-be” eligible for special education services and/or accommodations within the host school district’s jurisdiction. This responsibility includes locating, identifying, and evaluating all §1306 students with suspected disabilities, including but not limited to evaluating students for whom a request for an evaluation has been made. In fulfilling the Child Find obligation, the host school

district cannot rely entirely on information from the facility, but must make independent efforts to ascertain whether eligible students are present. If a host school district suspects that a child may be eligible for special education or for a Service Agreement under 22 PA Code Chapter 15, the host district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host district, or a person appointed by a court to provide such consent. If a child who is “handicapped” under Section 504 or is identified by a school district as thought-to-be disabled and in possible need of specially designed instruction under IDEA and Chapter 14, the host school district should procedurally move forward with a special education evaluation under IDEA and Chapter 14. One indication that a child is thought to-be-eligible may include a determination by the host district, parent, or a professional that the child’s educational needs cannot be met in a regular public school setting.

For children suspected as IDEA eligible students, the host district is responsible for maintaining contact with the student’s district of residence for the purpose of keeping the district of residence informed of its plans for educating the student and seeking the advice of that district with respect to the student.

Educational Decision-makers

If neither the parent of a child who is eligible or thought-to-be- eligible for special education nor an individual who meets the definition of parent in the IDEA can be located, the host district must appoint a surrogate parent.

Transferring Students

During the §1306 student’s tenure in the children’s institution, the host school district must ensure that: all students have access to education; students with disabilities receive FAPE in accordance with their IEPs or Service Agreements; and all mandated procedural protections are provided. Host and district of residence may agree in writing to a different arrangement for the division of educational and procedural responsibilities for students identified as IDEA eligible, but they must receive approval by PDE after notice to and an opportunity for comment by the parents of the student

If the student has an IEP from the previous school district, the host school district must without delay convene an IEP meeting to determine whether the child’s IEP should be revised, whether the student can be educated in the public schools of the host district, or whether some other placement option is appropriate for the child. If the child’s parent cannot attend the IEP meeting in person, the host school district must take steps to ensure that the parents are included in the IEP meeting, including informing parents they can participate through a teleconference call or other appropriate means in the same way the host school district would facilitate the participation of the parents of its resident children. Until a new IEP is developed for the child by the IEP team including the parent, the child must receive services comparable to those in the existing IEP. The host district is

responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the student's placement and progress.

The parent and the host district should, if feasible, make a decision as to the appropriate educational placement of the child before the student arrives at the facility. However, in any case, the student must be attending a school program within five school days of the student's admission to the institution. If the information or an individual necessary to make an informed decision about the appropriate educational placement of the child is not available within the 5-day period, and if the parent agrees, the host school district can arrange for or authorize the child's education at a school program located at the facility until the host district and parent can make a formal decision regarding the student's educational placement. If no parent can be identified, the child can temporarily be educated at the facility if there is a clinical recommendation that the child should not attend public school. In either case, the final decision regarding the child's education placement must be made without delay.

In order to facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least 2 weeks prior to the student's planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host district.

In making a decision about where to educate a student, consideration should be given to the courses that would be available to the child in the proposed program, the qualifications of the staff, the program's ability to provide FAPE and comply with the other requirements of IDEA and Chapter 14 or §504 of the Rehabilitation Act and Chapters 15 or 16 of Title 22 of the Pennsylvania Code (as applicable to the individual child), and whether the program will prepare the student to meet any applicable promotion and/or graduation requirements.

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).

We coordinate services with the Pottsville Area School District (all of the Saint Clair Area students attend Pottsville High School) to serve incarcerated students. The Saint Clair Area School District remains the LEA and serves these students using the same protocols established to serve and maintain all other eligible students in the Saint Clair Area School District.

Pottsville Area School District is the host district for the Schuylkill County Prison. Pottsville Area School District fully complies with the requirements of IDEA 2004 and Chapter 14 regarding the identification, evaluation, placement, and provision of special education

services to all eligible school-age individuals housed in the Schuylkill County Prison. Eligible students receive special education when they are charged with a criminal offense, are awaiting trial, and after they are convicted of a criminal offense. Specifically, Pottsville Area School District complies with child find obligations of IDEA 2004, implements/reviews or develops IEPs for eligible students in accordance with state and federal laws, utilizes appropriate evaluation procedures and screening instruments to determine the eligibility and educational needs of the inmates, and provides FAPE in conformity with the IEP.

Acting as the host school district, Pottsville Area School District is responsible for making decisions regarding the goals, programming, and educational placement for each eligible student. Pottsville Area School District is also responsible for seeking advice from the resident school district with respect to the eligible student, and keeping the resident school district informed of its plans to educate the eligible student in the Schuylkill County Prison. If a Pottsville Area Student is placed in a Residential Treatment Facility (RTF), the district usually receives 4605, determination of residency form.

Least Restrictive Environment

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

1.) The Saint Clair Area School District always considers the least restrictive environment for all students with disabilities to be the regular education classroom. The District utilizes the IEP team to make the decision on placements for students with disabilities.

Supplemental aids and services are provided to the student to cultivate success within the regular education environment. Staff has been provided with training opportunities in the areas of supplemental aids and services, differentiated instruction, SAS tool kit, positive behavior supports, Assistive Technology, Functional Behavior Assessments and best inclusionary practices. These trainings are done formally and informally through the Schuylkill Intermediate Unit, PaTTAN and district personnel. The District uses co-teaching practices K-8.

When the IEP team determines that it can no longer support a student with disabilities in the least restrictive environment successfully, even with adequate supports and services, the IEP team makes a recommendation for a more restrictive placement.

Parents/guardians are an important part of the team and are included in the decision making process. If a program is selected that is outside of the district, the LEA representative attends regularly scheduled meetings to determine the continued appropriateness of the program. The goal is for the student to return to the home school. Special classes, separate schooling, or removal of children with disabilities from the regular education environment occurs only when the nature or severity of the disability is such that education in the regular education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily.

2.) In December of 2017, the district opened an Autistic Support classroom in order for students to come back to the district from out of district placements. At the end of the 2018-2019 school year, the Hearing Impaired program will be curtailed due to the no District students being in the program. A neighboring district will open a Hearing Impaired classroom within their district.

3.) The district is under the SPP target in the area of "Other Settings". The district has opened a Life Skills and Autistic Support Classrooms and provides Itinerant Emotional Support services to support students placed within the district.

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 District's Positive Behavior Support Policy's (113.2) purpose is to acknowledge that conduct is closely related to learning and that an effective instructional program requires a caring and orderly school environment free from restrictions or injuries caused by the challenging behaviors of others. The students that are enrolled in special education programs are subject to the same policies and regulations as the general education students. These policies and procedures are found in the student handbook. Our Elementary/Middle School utilize guidance staff, school psychologist, school safety officer, nursing staff, paraprofessionals, Schoolwide Positive Behavior Support System, and the Student Assistance Program (SAP). Functional Behavior Assessments and Positive Behavioral Plans are utilized to provide positive behavioral support in an effort to maintain students in the least restrictive environment. The Assistant Principal and the Special Education Coordinator consult on discipline decisions to make sure that the students are being provide fair and consistent discipline to ensure the students are receiving an education in the LRE with appropriate interventions.

The district has a team trained in SCM de-escalation and restraint techniques. The goal of

the district is use proper de-escalation techniques with students prior to using a physical restraint.

Staff is trained through professional development opportunities through the Schuylkill Intermediate Unit and PaTTAN. All staff are refreshed at the beginning of each school year on the school wide behavior system.

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 Saint Clair Area School District reviews programs and student population on an annual basis to determine classroom and program needs. The District uses creativity to serve the needs of our students and keep them in the general education environment and their home school. The Saint Clair Area School District has not had difficulty ensuring FAPE to any identified eligible special education student. Should the District encounters situation where it was experiencing difficulty ensuring FAPE to any identified student, the District would seek assistance from the Schuylkill Intermediate Unit's Interagency Coordinator and request a CASSP meeting. At this meeting the appropriate personnel, parents/guardians, and agency representatives would collaborate to identify programs and/or interventions that may be available and appropriate for the student to be successful in the LRE. The District works with diverse agencies in order to support students' individual needs. These agencies include, but are not limited to, Children & Youth, MH/ID, IU #29, Child Development and a continuum of other mental health and provider agencies both in and out of Schuylkill County. All placement determinations are made on an individual basis by the IEP team which gives consideration to the all of the programs and least restrictive placement in satisfying the needs of eligible students. A continuum of services is available through the Intermediate Unit and neighboring school districts for students.

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
Schuylkill Intermediate Unit	Special Education Centers	Multiple Disabilities Support, Emotional Support,	4
Schuylkill Haven School District	Neighboring School Districts	Life Skills	3
Pottsville Area High School ** Tuition Agreement for all 9th-12th grade students	Neighboring School Districts	Learning Support, Emotional Support, Life Skills, Deaf or Hearing Impaired Support	33
BHA Woodglen Academy	Other	Emotional Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	7	0.3
Locations:				
Saint Clair Area Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 13	4	0.2
Justification: This teacher is providing Itinerant services to students. These students are never together at any point of the day.				
Locations:				
Saint Clair Area Elementary/Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: November 3, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	8	1
Locations:				
Saint Clair Area Elementary Middle School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	21	1
Locations:				
Saint Clair Area Elementary Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 31, 2015

Explain any unchecked boxes for facilities questions: The classroom is located on the second floor of the building. There are no students currently in a wheelchair in the classroom. All students are able to access the room.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	8 to 10	6	1
Locations:				
Saint Clair Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	20	1
Locations:				
Saint Clair Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 27, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 13	7	1
Justification: The district is a small district and we are trying to meet the needs of all the eligible students. All parents have signed an age waiver to acknowledge the age difference within the classroom. All of the students are no in the room at the same time.				
Locations:				
Saint Clair Area Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2019**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	15	1
Locations:				
Saint Clair Elementary/Middle School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Guidance Counselor	Saint Clair Elementary/Middle School	1
Special Education Coordinator	Saint Clair Elementary/Middle School	1
Social Work	Saint Clair Elementary/Middle School	0.25
Occupational Therapy	Saint Clair Area School District	1
Speech Therapist	Saint Clair Elementary/Middle School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Speech	Multiple LEA (School Districts or	2 Days

	Charter Schools)	
Physical Therapy	Intermediate Unit	2 Days
Hearing Support for High School Students	Intermediate Unit	0.5 Days
Vision Support	Intermediate Unit	3 Days
Orientation and Mobility	Intermediate Unit	1 Days
School Pyschologist	Area Vocational Technical Schools	2 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

We only have one K-8 building, so this question regarding patterns is not applicable.

District Accomplishments

Accomplishment #1:

A system exists within the district that ensures school staff members monitor attendance and student participation. School-wide interventions take place when students are chronically absent or disengaged.

The attendance rates have improved the past two school years:

The 2016-2017 attendance rate was 93.94%.

The 2017-2018 attendance rate was 94.13%.

The 2018-2019 attendance rate was 94.56%.

We have improved our attendance procedures and student/family communication before School Attendance Improvement Conferences occur for students who are chronically absent.

Accomplishment #2:

According to the 2017-2018 Future Ready Index, Saint Clair Area School District exceeded the Statewide academic growth standards and State average academic growth scores in all three core areas of Math, ELA, and Science

ELA - Saint Clair Area School District - 93.0 (Exceeded expectations - State average 74.9 and State standard 70.0)

Math - Saint Clair Area School District - 76.7 (Exceeded expectations - State average 75.2 and State standard 70.0)

Science - Saint Clair Area School District - 89.5 (Exceeded expectations - State average 74.9 and State standard 70.0)

Accomplishment #3:

A system exists within the school that ensures the consistent implementation of effective instructional practices across the district. This includes, intervention through our Title I program in the areas of reading and math through push-in and pull-out instruction. LLI is utilized with Kindergarten through 4th graders recommended by teachers or students who have not met the Acadience (formerly known as DIBELS) and/or Fountas & Pinnell benchmarks. Title I is building wide, which enables us to work with all students.

Accomplishment #4:

A system exists within the school that fully ensures teachers and administrators receive timely feedback, effective support, and interventions as needed. The Title I program is used to provide support for teachers, staff, and students throughout the year.

Accomplishment #5:

The district has implemented a School Wide Behavior Intervention and Supports System to better meet the needs of all students.

District Concerns**Concern #1:**

The district continues to reflect and work on curriculum mapping and alignment. One of the Title I goals is to assist with ELA and Math interventions when students are not successful with on grade level curriculum. We are providing schoolwide and differentiated professional development for staff. Instructional coaches support professional growth.

Concern #2:

PVAAS growth measures are strengths of Saint Clair Area School District because students exceeded both the Statewide Averages and Statewide Standards in all three tested areas. However, the 2017-2018 Future Ready Index (FRI) indicated that the district is below state average achievement in Mathematics, ELA, and Science.

English/Language Arts proficient/advanced - 53.7%, which is an decrease from 60.93% in 2016-2017. Statewide average is 63.0%.

Mathematics/Algebra proficient/advanced - 39.6%, which is an increase from 33.99% in 2016-2017. Statewide average is 45.5%.

Science proficient/advanced - 57.5%, which is an decrease from 63.06% in 2016-2017. Statewide average is 64.3%.

The percentage of students who are advanced has improved in both Math and ELA, but we have not yet reached the Statewide averages.

ELA Advanced - 15%, which is an increase from 11.27% in 2016-2017. Statewide average is 18.3%.

Math Advanced - 13.8%, which is an increase from 12.18% in 2016-2017. Statewide average is 17.7%.

Science Advanced - 20.2%, which is a decrease from 23.42% in 2016-2017. Statewide average is 27.3%.

Concern #3:

Working toward school-wide use of data: For the 2019-2020 school year, the District is working to enhance the Multi-Tiered System of Supports (MTSS) that was implemented in the 2018-2019 school year. The District utilizes MTSS to ensure at-risk students are identified early and supported with interventions based upon the students' needs. The system will be based on assessment and monitoring growth in attendance, behavior, and curricular acquisition. We are planning to expand Title I interventions to provide more curricular support in ELA through Leveled Literacy Intervention. Math interventions will be provided during small group in the classroom, 9th period SPARK for 5th-8th grades, and in a new Math Lab course that is instructed during the special area cycle.

Concern #4:

The lack of state funding forced the district to make difficult decisions in 2014-2015 that included staff furloughs, elimination of various programs, and an increase to class size. This situation made it a challenge to provide the best for our students. In the past couple of years, we have added STEM, restored full day Kindergarten and our K-8 Art program, added a 2nd grade teacher, and hired another Title I staff member. We hope to continue to work toward restoration of programs.

Prioritized Systemic Challenges

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

Aligned Concerns:

The district continues to reflect and work on curriculum mapping and alignment. One of the Title I goals is to assist with ELA and Math interventions when students are not successful with on grade level curriculum. We are providing schoolwide and differentiated professional development for staff. Instructional coaches support professional growth.

Systemic Challenge #2 (*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.

Aligned Concerns:

The district continues to reflect and work on curriculum mapping and alignment. One of the Title I goals is to assist with ELA and Math interventions when students are not successful with on grade level curriculum. We are providing schoolwide and differentiated professional development for staff. Instructional coaches support professional growth.

District Level Plan

Action Plans

Goal #1: The District will enhance MTSS to improve support of all students including those at risk and/or with special needs.

Related Challenges:

- 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 consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and PVAAS scores

Specific Targets: Increase in PSSA and PVAAS scores

Strategies:

MTSS

Description:

Instructional coaching and professional development will support enhanced of the Attendance, Behavior, and Curricular tiers.

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

Implementation Steps:

Leadership Team

Description:

The newly developed Leadership team will use data to guide implementation.

Start Date: 8/26/2019 **End Date:** 5/30/2025

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

Goal #2: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and PVAAS

Specific Targets: Increase in PSSA and PVAAS

Goal #3: Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and PVAAS

Specific Targets: Increase in PSSA and PVAAS

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 Michael Holobetz on 9/23/2019

Board President

Affirmed by Sarah Yoder on 9/20/2019

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 Michael Holobetz on 4/30/2019

Board President

Affirmed by Sarah Yoder on 4/29/2019

Superintendent/Chief Executive Officer