

Bermudian Springs SD

**District Level Plan**

07/01/2018 - 06/30/2021

# District Profile

---

## Demographics

7335 Carlisle Pike  
York Springs, PA 17372  
(717)528-4113  
Superintendent: Shane Hotchkiss  
Director of Special Education: Kay Gillet

## Planning Process

Bermudian Springs School District utilized the Pennsylvania Department of Education's (PDE) Comprehensive Plan Guidance Tool to develop the district plan. Selected district and school staff members attended training offered by the PDE in the Spring and Summer of 2012. Training information was distributed to district and school administrators during the September administrative curriculum team meeting. Information was distributed to all staff regarding district-wide committees. The district will continue to employ a collaborative process based upon the Guidance Tool.

## Mission Statement

"Inspiring to lead, learn, compete, and serve."

## Vision Statement

The vision of the Bermudian Springs School District, in partnership with parents and the community, is to empower all students to become responsible and respectful citizens, while inspiring them to lead, learn, and compete academically in a global society, and to ensure that each student seeks to achieve personal excellence in order to serve their community.

## Shared Values

We believe that our school district:

- Promotes partnerships with all stakeholders in order to provide a safe, supportive, and comprehensive educational environment for all students;

- Recognizes the diverse learning needs of all students in a caring and creative student-centered learning environment;
- Teaches necessary competencies utilizing research-based best practices to prepare all students to be self-reflective in order to compete and lead in a global society;
- Celebrates successes that promote both academic and personal excellence;
- Encourages students to be creative problem solvers who can demonstrate a depth of knowledge at high levels of rigor;
- Integrates technology into teaching and learning to support instruction, student needs, and academic goals;
- Provides opportunities for all students to develop intellectually, morally, socially, and physically;
- Empowers and supports all staff to be committed to and involved in on-going personal and professional growth; and,
- Promotes character education and community service.

## Educational Community

The Bermudian Springs School District encompasses more than 75 square miles of a rapidly growing section of south central Pennsylvania and provides educational services for three townships and two boroughs in Adams County. While farming, especially fruit growing, is a primary contributor to the local economy, many residents are employed in occupations more closely related to business and industry.

All district facilities are located on one central campus that serves approximately 2,000 students in three schools. The schools consist of an elementary for grades K-4, a middle school for grades 5-8, and a high school for grades 9-12. The high school was originally built in 1959 and was last renovated in 2008, the elementary school was built in 1990, and the middle school was built in 1977 and was last renovated in 1992. The district office administration consists of a Superintendent, Assistant Superintendent, Special Education Director, Business Manager, and Data/Transportation Director. Each of the three buildings has a principal and an assistant principal.

## Planning Committee

| Name         | Role   |
|--------------|--|
| Jon Defoe    | Administrator : Professional Education         |
| Mark Fleming | Administrator : Professional Education Special |

|                 |  |
|-----------------|--|
|                 | Education Schoolwide Plan  |
| Jon Fox         | Administrator : Professional Education Special Education Schoolwide Plan                 |
| Wade Hunt       | Administrator : Professional Education   |
| Karen Jackson   | Administrator : Special Education  |
| Shannon Myers   | Administrator : Professional Education   |
| Stroup Roger    | Administrator : Professional Education   |
| Jim Lott        | Board Member : Professional Education Special Education                                  |
| Jordan Lehr     | Business Representative : Professional Education   |
| Vickie Wolf     | Business Representative : Professional Education   |
| Jordan Lehr     | Community Representative : Professional Education  |
| Vickie Wolf     | Community Representative : Professional Education  |
| Joann Riley     | Ed Specialist - Other  |
| Mitchell Nace   | Ed Specialist - School Counselor : Professional Education                                |
| Nancy Cipriani  | Ed Specialist - School Psychologist : Professional Education Special Education           |
| Karen Hutchison | Elementary School Teacher - Regular Education : Professional Education                   |
| Lori King       | Elementary School Teacher - Special Education : Special Education                        |
| Brooke Shambach | Elementary School Teacher - Special Education : Professional Education Special Education |
| JoAnn Riley     | High School Teacher - Regular Education : Professional Education                         |
| Marti Sload     | High School Teacher - Regular Education : Professional Education                         |
| Nicole Bond     | Middle School Teacher - Regular Education : Professional Education                       |
| Brian Garrett   | Middle School Teacher - Regular Education : Professional Education Schoolwide Plan       |
| Michele Murren  | Middle School Teacher - Special Education : Professional Education                       |
| Todd Staub      | Parent : Professional Education  |
| Holly Wallen    | Parent : Professional Education Special Education  |
| Kay Gillet      | Student Services Director/Specialist : Professional Education Special Education          |

Shane Hotchkiss

Superintendent : Professional Education Special  
Education

# Core Foundations

---

## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

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

The district recently added full-day kindergarten. Selected staff members have been working on the district curriculum writing team in order to align the new Pennsylvania Common Core Standards for English/Language Arts and math.

#### Elementary Education-Intermediate Level

| Standards                 | Mapping      | Alignment    |
|---------------------------|--------------|--------------|
| Arts and Humanities       | Accomplished | Accomplished |
| Career Education and Work | Developing   | Developing   |
| Civics and Government     | Accomplished | Accomplished |

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

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

Bermudian Springs School District is in the process of aligning the new Pennsylvania Core Standards, including English Language Arts into history, science and technical subjects.

### **Middle Level**

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

|                |              |              |
|----------------|--------------|--------------|
| School Climate | Developing   | Developing   |
| World Language | Accomplished | Accomplished |

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

Bermudian Springs School District is in the process of aligning the new Pennsylvania Common Core Standards, including English Language Arts into history, science and technical subjects.

### High School Level

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

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

Bermudian Springs School District is in the process of aligning the new Pennsylvania Core Standards, including English Language Arts into history, science and technical subjects.

### *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: 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*

- 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.*

Explanation for any standards checked:

*This narrative is empty.*

## **Curriculum**

### ***Planned Instruction***

#### **Elementary Education-Primary Level**

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

Processes used to ensure Accomplishment:

The district recently added full-day kindergarten. Select teachers from the district curriculum writing team have been working to align curriculum with the new Pennsylvania Core frameworks.

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**

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

Processes used to ensure Accomplishment:

The district has adopted new district frameworks that align with the new Pennsylvania Core standards. Teachers will continue to revise the current curriculum that integrates the PA Core for English Language Arts into the science, history, and technical subjects.

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

.

#### **Middle Level**

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

Processes used to ensure Accomplishment:

The district has adopted new district frameworks that align with the new Pennsylvania Core standards. Teachers will continue to revise the current curriculum that integrates the PA Core for English Language Arts into the science, history, and technical subjects.

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

*This narrative is empty.*

### High School Level

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

Processes used to ensure Accomplishment:

The district has adopted new district frameworks that align with the new Pennsylvania Core standards for English Language Art. Biology and Algebra I have also been updated. Teachers will continue to revise the current curriculum that integrates the PA Common Core for English Language Arts into the science, history, and technical subjects as well as the new Pennsylvania Core Standards for Algebra at the high school level.

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

*This narrative is empty.*

### *Modification and Accommodations*

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

1. The Lincoln Intermediate Unit #12 conducts evaluations for preschool age children between the ages of 3-6 and coordinates the implementation of special education services for students with disabilities in Bermudian Springs School District. As students approach

school age, a set of transition activities are conducted each year, to ensure the smooth transition between pre-school and entrance to kindergarten.

2. Bermudian Springs School District contracts with Lincoln Intermediate Unit #12 to provide pre-school services to the pre-school students with disabilities in our district. Students may also attend a private pre-school, Head Start Program, or another local intermediate unit program in a neighboring school district.
3. The transition from pre-school to a school aged kindergarten program is achieved through a series of transition activities. The process begins with an orientation session, individual meetings with parents, then reevaluation to assess academic levels, and finally Individual Education Program (IEP) meetings for students who are in need of services upon their entrance to kindergarten.

## 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
- Instructional Coaches

##### *Unchecked Answers*

- Department Supervisors
- Not Reviewed

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

*This narrative is empty.*

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**

| <b>Instructional Practices</b>   | <b>Status</b>       |
|--|---------------------|
| 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**

| <b>Instructional Practices</b>   | <b>Status</b>       |
|--|---------------------|
| 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**

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

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

*This narrative is empty.*

### 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.

### Strategies

The District is currently, or will be, implementing the following strategies to ensure that poor and minority students are not taught at higher rates than other students by inexperienced, unqualified and/or out of field teachers:

1. Advertising (local, web site, college boards)
  - a. Advertise via internet District website
  - b. Website
  - c. College Boards
  - d. PSBA
2. Maintain an ongoing files of prospective teachers and educational specialists.
3. Evaluate and interview highly qualified teachers to fill vacancies. We have a centralized student teacher placement process and have the opportunity to observe prospective staff in action.
4. Initiate the hiring process as soon as we are aware of a vacancy or opening. With the

ability to access student teachers and have a database of potential candidates from recruiting fairs, we are in a position to interview early and offer jobs in a very timely manner.

5. Continue working to align our system of recruitment, hiring, induction, supervision, and professional development.

### **Measuring Success**

Success will be measured by ensuring the district hires highly qualified teachers, providing opportunities for internal transfers to areas of need, and implement teacher specific plans to ensure that teachers with non-highly qualified status take the necessary exams.

## **Assessments**

### ***Local Graduation Requirements***

| <b>Course Completion</b>   | <b>SY 18/19</b> | <b>SY 19/20</b> | <b>SY 20/21</b> |
|--|-----------------|-----------------|-----------------|
| Total Courses  | 31.00           | 31.00           | 31.00           |
| English  | 4.00            | 4.00            | 4.00            |
| Mathematics  | 3.00            | 3.00            | 3.00            |
| Social Studies   | 4.00            | 4.00            | 4.00            |
| Science  | 3.00            | 3.00            | 3.00            |
| Physical Education   | 4.00            | 4.00            | 4.00            |
| Health   | 2.00            | 2.00            | 2.00            |
| Music, Art, Family & Consumer Sciences, Career and Technical Education | 2.00            | 2.00            | 2.00            |
| Electives  | 9.00            | 9.00            | 9.00            |
| Minimum % Grade Required for Credit (Numerical Answer)                 | 65.00           | 65.00           | 65.00           |

### ***Graduation Requirement Specifics***

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

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



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

*Unchecked answers*

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score

established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

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

### *Local Assessments*

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

### *Methods and Measures*

#### **Summative Assessments**

| <b>Summative Assessments</b> | <b>EEP</b> | <b>EEI</b> | <b>ML</b> | <b>HS</b> |
|------------------------------|------------|------------|-----------|-----------|
| Terra Nova                   | X          |            |           |           |
| Keystone Exams               |            |            | X         | X         |
| PSSA                         |            | X          | X         |           |
| PSAT                         |            |            | X         | X         |
| SAT                          |            |            |           | X         |
| Portfolio                    |            |            |           | X         |

#### **Benchmark Assessments**

| <b>Benchmark Assessments</b> | <b>EEP</b> | <b>EEI</b> | <b>ML</b> | <b>HS</b> |
|------------------------------|------------|------------|-----------|-----------|
| Study Island                 | X          | X          |           |           |
| Plato/Edmentum               |            |            |           | X         |

|                  |   |   |   |   |
|------------------|---|---|---|---|
| Fountas & Pinnel | X | X |   |   |
| STAR             |   |   | X |   |
| CDT              |   |   | X | X |

### Formative Assessments

| Formative Assessments                          | EEP | EEI | ML | HS |
|--|-----|-----|----|----|
| Progress Monitoring                            | X   | X   | X  |    |
| Exit Tickets                                   | X   | X   | X  | X  |
| Diagnostic                                     | X   | X   | X  | X  |
| Demonstration, Products, Projects, Portfolio's | X   | X   | X  | X  |

### Diagnostic Assessments

| Diagnostic Assessments                          | EEP | EEI | ML | HS |
|---|-----|-----|----|----|
| CDT's   |     |     | X  | X  |
| Running Records                                 | X   | X   |    |    |
| STAR  |     |     | X  |    |
| Edmentum  | X   | X   |    | X  |
| Words Their Way Spelling Inventory              | X   | X   |    |    |
| Houghton Mifflin Phonics and Decoding Screening | X   | X   |    |    |

### *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

Our district utilizes research-based assessments that are aligned to the Pennsylvania Standards as outlined in the Standards Aligned System (SAS).

### *Development and Validation of Local Assessments*

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

*This narrative is empty.*

### ***Collection and Dissemination***

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

Once the Raw data is received by the district it is analyzed by proficiency levels. Information is distributed to the school administrators. The schools share the information with their teachers. The teachers analyze the broad data as well as access PVAAS, eMetric, and Sapphire - student information system, for previous student data that may include CDT's, benchmark, and classroom assessments in order to identify strenghts and weaknesses in the curriculum. Once we receive the student data files, each school reviews data by student and by teacher. This information is shared with the individual teachers. The schools utilizes district data days as well as team planning to further review data to identify strenghts and weaknesses within the classroom, curriculum, as well as to collaborate to create action plans to improve student achievement.

### ***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 schools continuously monitor student academic achievement. Progress monitoring takes place at all grade levels K-8. In the elementary school, students are grouped for additional instruction based upon their needs. The students that need additional help receive instruction with a reading specialist in small group settings. All students receive guided reading and guided math. The middle school identifies students are provided with opportunities for targeted remediation during daily resource time. Students are monitored and grouped based upon area(s) of greatest need. In addition, the middle school utilizes STAR and CDT diagnostic testing. In the high school, for students that were not proficient on the Keystone exams, Keystone Prep courses have been added to provide remediation either with a content teacher or through Edmentum Keystone program. High school students also began to take CDT's beginning the 2012-2013 school year. In the event a student needs additional services, they are referred to our Student Assistance Program (SAP) or Child Study program for the next steps in our progress monitoring processes.

### ***Assessment Data Uses***

| <b>Assessment Data Uses</b>   | <b>EEP</b> | <b>E EI</b> | <b>ML</b> | <b>HS</b> |
|---|------------|-------------|-----------|-----------|
| Assessment results are reported out by PA assessment anchor or standards-aligned learning | X          | X           | X         | X         |

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

Provide brief explanation of the process for incorporating selected strategies.

*This narrative is empty.*

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

*This narrative is empty.*

### ***Distribution of Summative Assessment Results***

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

Provide brief explanation of the process for incorporating selected strategies.

Data information is presented to the Board for summative assessments as it is received. Information is made available on the district web-site. The district distributes student data through district newsletters. The newsletter is posted on the district website. The district also conducts a comprehensive student data report which is presented to the Board and

posted on the district website. Our media partners also present information in local newspapers.

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

*This narrative is empty.*

## 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.

Bermudian Springs school leaders are required to submit an annual Principal Briefing that outlines targeted areas of focus for their respective schools. The schools utilize PVAAS data, assessment data (both formative and summative), teacher, student, and community surveys to set priorities and goals for the school year. Data is reviewed by content standards as well as by teacher in order to determine strengths and gaps in the curriculum. Teachers also participate in data team meetings in order to plan for not only for interventions for students not attaining proficiency, but also to identify ways help all students have a one year's growth in one year's time. District professional development is then created based upon the needs of the students, schools and teachers. In addition, the district administrative team meets bi-weekly for leadership and curriculum as well as the district administrative team meets with each building level team on a monthly basis. Tutoring services are offered to students in need of remediation throughout the school year. Remediation is offered by our own staff and offered both before and after school. Bermudian Springs School District offers Title I and Title III services to identified students on an annual basis. All guidelines are followed in relation to the identification of students and the implementation of services.

### *Programs, Strategies and Actions*

| <b>Programs, Strategies and Actions</b>  | <b>EEP</b> | <b>E EI</b> | <b>ML</b> | <b>HS</b> |
|--|------------|-------------|-----------|-----------|
| Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement | X          | X           | X         | X         |
| School-wide Positive Behavioral Programs   | X          | X           | X         |           |
| Conflict Resolution or Dispute Management  | X          | X           | X         | X         |
| Peer Helper Programs   | X          | X           | X         | X         |

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

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

Our district does not utilize School Resource Officers. We do have agreements with local law enforcement agencies.

### *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 Bermudian Springs School District disseminates information to the public regarding gifted education identification and services annually through several avenues. An annual public notice of services is published in a local newspaper every year detailing the screening and evaluation process as well as the availability of services to students in the district in accordance with Chapter 16 regulations. Information is also available on the district website regarding gifted education services, screening and identification. All students in the district also receive a school activities calendar, which includes information on gifted services. Finally, an annual report is offered to the district board, and available to the public on the district website, which details services, enrichment focuses, and achievements of gifted education students during the previous school year.

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

The Bermudian Springs School District (BSSD) is responsible for locating and identifying all students within the district who are thought to be gifted and in need of specially designed instruction outlined in Chapter 16 regulations. Teachers in grades kindergarten through grade twelve may recommend a student as a candidate for gifted education by submitting a written recommendation for evaluation. Parents may request that students be referred for gifted multi-disciplinary evaluation or screened for gifted education at any time. Permission to Evaluate forms are kept in the office at each building, for the purpose of making a gifted referral. Students are routinely screened in grades three and four, each year, to identify possible candidates for the gifted program.

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

A Gifted Determination Worksheet, along with a comprehensive screening process, is used to collect student data and make a determination of gifted eligibility. A team of teachers, administrators and the district psychologist meets yearly to look at referrals and the effectiveness of the gifted screening process. Local assessments, an individually administered cognitive ability test, as well as benchmark assessments and PSSA scores are considered as multiple criteria in order to identify a student as gifted. The gifted multi-disciplinary team (GMDT) examines and determines student need for services through quantitative data (such as local and state assessments, grades, and ability measures) as well as qualitative data (such as parent, student, and teacher interviews and input). Additionally, appropriate curriculum, and enrichment challenges already available to the student, are also considered (such as college level courses or advancement) in determining need for additional services above and beyond the general curriculum. Determination for need for gifted services is made on a student-by-student basis by the GMDT.

**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.**

A continuum of services is offered for students in the district that include enrichment, acceleration, or both. A variety of multi-disciplinary enrichment opportunities are offered to gifted students based on their needs, abilities, and achievements. All eligible students are offered a variety of enrichment projects, groups, and activities based on their individual strengths. Eligible students in grades 5-12 are able to individually select enrichment options from among many choices to meet their needs for challenge and growth. Acceleration is offered in many different forms including grade level advancement, subject level advancement, CHS/AP courses, and curriculum compacting within the regular classroom. The specific combination of these enrichment and acceleration options is different for each student and driven by individual student need, based on their present levels of academic performance.

### *Developmental Services*

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



|                           |   |   |   |   |
|---------------------------|---|---|---|---|
| Orientation/Transition    | X | X | X | X |
| RTII/MTSS                 |   |   |   |   |
| Wellness/Health Appraisal |   |   |   |   |

Explanation of developmental services:

*This narrative is empty.*

### ***Diagnostic, Intervention and Referral Services***

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

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

### ***Consultation and Coordination Services***

| <b>Consultation and Coordination Services</b>          | <b>EEP</b> | <b>EEI</b> | <b>ML</b> | <b>HS</b> |
|--|------------|------------|-----------|-----------|
| Alternative Education                                  | X          | X          | X         | X         |
| Case and Care Management                               | X          | X          | X         | X         |
| Community Liaison                                      | X          | X          | X         | X         |
| Community Services Coordination (Internal or External) | X          | X          | X         | X         |
| Coordinate Plans                                       | X          | X          | X         | X         |
| Coordination with Families (Learning or Behavioral)    | X          | X          | X         | X         |
| Home/Family Communication                              | X          | X          | X         | X         |
| Managing Chronic Health Problems                       |            |            |           |           |
| Managing IEP and 504 Plans                             | X          | X          | X         | X         |
| Referral to Community Agencies                         | X          | X          | X         | X         |

|   |   |   |   |   |
|---|---|---|---|---|
| Staff Development   | X | X | X | X |
| Strengthening Relationships Between School Personnel, Parents and Communities | X | X | X | X |
| System Support  | X | X | X | X |
| Truancy Coordination  | X | X | X | X |

Explanation of consultation and coordination services:

Student Assistance Program: The Student Assistance Program (SAP) is a program for the identification, intervention, and referral of adolescents who are believed to be at risk of suicide, show signs of extreme depression, or who are having school-related problems because of alcohol and/or drug use. Using a systematic process of referrals and general assignments, the teams determine which students are having problems and direct them to community organizations for help. The District complies with all aspects of the SAP requirements which includes training, meetings, and agency support.

### *Communication of Educational Opportunities*

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

### *Communication of Student Health Needs*

| <b>Communication of Student Health Needs</b>             | <b>EEP</b> | <b>E EI</b> | <b>ML</b> | <b>HS</b> |
|--|------------|-------------|-----------|-----------|
| Individual Meetings                                      |            |             |           |           |
| Individual Screening Results                             | X          | X           | X         | X         |
| Letters to Parents/Guardians                             | X          | X           | X         | X         |
| Website  | X          | X           | X         | X         |
| Meetings with Community, Families and Board of Directors |            |             |           |           |
| Newsletters  | X          | X           | X         | X         |
| School Calendar  | X          | X           | X         | X         |
| Student Handbook   | X          | X           | X         | X         |

### *Frequency of Communication*

#### **Elementary Education - Primary Level**

- Monthly

#### **Elementary Education - Intermediate Level**

- Monthly

#### **Middle Level**

- Monthly

#### **High School Level**

- Monthly

### *Collaboration for Interventions*

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

**Student Assistance Program:** The Student Assistance Program (SAP) is a program for the identification, intervention, and referral of adolescents who are believed to be at risk of suicide, show signs of extreme depression, or who are having school-related problems because of alcohol and/or drug use. Using a systematic process of referrals and general assignments, the teams determine which students are having problems and direct them to community organizations for help. The District complies with all aspects of the SAP requirements which includes training, meetings, and agency support.

**Student Services:** Our student services plan is an integral part of our BSSD program. Our trained and licensed staff consistently identify and employ services to meet all student needs. These services are communicated to parents on a regular basis and parents are encouraged to access these services. As students matriculate through the program, career information and exploration opportunities are implemented. Students are exposed to the world of work, college life, and other services via speakers, curriculum, guidance counselors, visitations, internships, etc.

### *Community Coordination*

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

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

The Local Intermediate Unit (LIU12) operates a pre-school on campus in partnership with the Bermudian Springs School District. High school students involved in the Career and Technical Education programs participate in a variety of curriculum activities including, but not limited to: pre-school meal preparation, developmentally appropriate instruction, lesson planning, designing a daycare, and age appropriate physical activities.

- Our middle school participates in the 21st Century Program: An after school program for elementary and middle school hispanic students.
- Our elementary school participates in the Big Brother/Sister program which provides mentoring and homework assistance for at-risk children.
- Before and after school tutoring services are offered to students in need of remediation throughout the school year. Remediation is offered by our own staff and offered both before and after school.
- A summer school program is offered within the school district for secondary students who have failed a course. The District is utilizing an on-line credit recovery module for the summer program which is monitored by district personnel both on-site and online.
- The elementary school offers a summer literacy program for identified students. This program serves students that have been identified through progress monitoring, local and/or state assessments, that are in need of additional assistance in or order to meet grade level standards.

### *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.

1. The Lincoln Intermediate Unit #12 conducts evaluations for preschool age children between the ages of 3-6 and coordinates the implementation of special education services for students with disabilities in Bermudian Springs School District. As students approach school age, a set of transition activities are conducted each year, to ensure the smooth transition between pre-school and entrance to kindergarten.
2. Bermudian Springs School District contracts with Lincoln Intermediate Unit #12 to provide pre-school services to the pre-school students with disabilities in our district. Students may also attend a private pre-school, Head Start Program, or another local intermediate unit program in a neighboring school district.
3. The transition from pre-school to a school aged kindergarten program is achieved through a series of transition activities. The process begins with an orientation session, individual meetings with parents, then reevaluation to assess academic levels, and finally Individual Education Program (IEP) meetings for students who are in need of services upon their entrance to 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   | Accomplished |
| Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs                | Accomplished |

Provide explanation for processes used to ensure Accomplishment.

The Board approved new local Pennsylvania Core frameworks in August 2013. The district is in the process of reviewing current resources to align with the new standards.

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

*This narrative is empty.*

### Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The Board approved new local Pennsylvania Core frameworks in August 2013. The district is in the process of reviewing current resources to align with the new standards.

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

*This narrative is empty.*

### Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The Board approved new local Pennsylvania Core frameworks in August 2013. The district is in the process of reviewing current resources to align with the new standards.

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

*This narrative is empty.*

### High School Level

| Material and Resources Characteristics   | Status     |
|--|------------|
| Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills | Developing |
| A robust supply of high quality aligned instructional materials and resources available  | Developing |

|   |              |
|---|--------------|
| Accessibility for students and teachers is effective and efficient  | Accomplished |
| Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs | Accomplished |

Provide explanation for processes used to ensure Accomplishment.

The Board approved new local Pennsylvania Core frameworks in August 2013. The district is in the process of reviewing current resources to align with the new standards.

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

*This narrative is empty.*

### ***SAS Incorporation***

#### **Elementary Education-Primary Level**

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

|   |   |
|---|---|
|   | district classrooms                               |
| Geography   | Implemented in 50% or more of district classrooms |
| Health, Safety and Physical Education                       | Implemented in 50% or more of district classrooms |
| History   | Implemented in 50% or more of district classrooms |
| Science and Technology and Engineering Education            | Implemented in 50% or more of district classrooms |
| Alternate Academic Content Standards for Math               | 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          | Level of Implementation is Unknown                |
| 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  | Full Implementation                               |
| PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Implemented in 50% or more of district classrooms |
| PA Core Standards: Mathematics  | Full Implementation                               |
| Economics   | Implemented in 50% or more of district classrooms |
| Environment and Ecology   | Implemented in 50% or more of district classrooms |
| Family and Consumer Sciences  | Implemented in 50% or more of district classrooms |
| Geography   | Implemented in 50% or more of district classrooms |
| Health, Safety and Physical Education   | Implemented in 50% or more of district classrooms |
| History   | Implemented in 50% or more of district classrooms |
| Science and Technology and Engineering Education                                      | Implemented in 50% or more of district classrooms |
| Alternate Academic Content Standards for Math   | 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 | Level of Implementation is Unknown                |
| 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**

| <b>Standards</b>  | <b>Status</b>                                     |
|---|---|
| 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  | Full  |

|  | Implementation                                    |
|--|---|
| Economics  | Implemented in 50% or more of district classrooms |
| Environment and Ecology                            | Implemented in 50% or more of district classrooms |
| Family and Consumer Sciences                       | Implemented in 50% or more of district classrooms |
| Geography  | Implemented in 50% or more of district classrooms |
| Health, Safety and Physical Education              | Implemented in 50% or more of district classrooms |
| History  | Implemented in 50% or more of district classrooms |
| Science and Technology and Engineering Education   | Implemented in 50% or more of district classrooms |
| Alternate Academic Content Standards for Math      | 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 | Level of Implementation is Unknown                |
| English Language Proficiency                       | Implemented in 50% or more of district classrooms |
| Interpersonal Skills                               | Implemented in 50% or more of district classrooms |
| School Climate                                     | Implemented in 50% or more of district            |

|                |   |
|----------------|---|
|                | classrooms  |
| World Language | Implemented in 50% or more of district classrooms |

Further explanation for columns selected "

*This narrative is empty.*

### High School Level

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

### ***Early Warning System***

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

Not answered

## Professional Education

### Characteristics

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

| District's Professional Education Characteristics   | EEP | E EI | ML | HS |
|---|-----|------|----|----|
| Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards. | X   | X    | X  | X  |
| Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.     | X   | X    | X  | X  |
| Provides leaders with the ability to access and use appropriate data to inform decision making.   | X   | X    | X  | X  |
| Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.  | X   | X    | X  | X  |
| Instructs the leader in managing resources for effective results.   | X   | X    | X  | X  |

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

Bermudian Springs School District has a Professional Development Committee that is comprised of teachers, specialists, and administrators from each building level. In addition, the elementary and middle school have Title I plans in which parents are involved as part of the Title I requirements. Surveys are conducted after each professional development session in order to align training with teacher and staff needs. In addition, Bermudian

Springs School District participates in the Adam's County Consortium for teacher and staff professional development in order to maximize offerings for our teachers and staff.

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

*This narrative is empty.*

### ***Educator Discipline Act 126, 71***

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

| <b>Questions</b>   |
|--|
| The LEA has conducted the required training on:                    |
| 8/25/2014 Training provided for all staff including support staff. |

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.

| <b>Questions</b>   |
|--|
| The LEA has conducted the training on:                                     |
| 10/12/2015 All 6-12 staff trained on this day utilizing Eduplanet Platform |

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.

| <b>Questions</b>                     |
|--------------------------------------|
| Not Applicable for our school entity |

### ***Strategies Ensuring Fidelity***

*Checked answers*

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

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

*Unchecked answers*

*None.*

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

Professional development activities are approved based upon the alignment to school and district goals. Surveys are conducted to ensure that the professional development is based upon the needs of teachers and staff. Curriculum writing is aligned to School administrators conduct walk-through as well as monitor expectations for the implementing school and district initiatives. School and district administrators monitor implementation of professional development activities through focus walks, lesson plans, observation, and walk-throughs. For non-certified staff such as nursing monitoring is done through compliance of specific PD task such as CPR certification. Schools also align and monitor instruction based upon data during district-wide data days as well as during school team meetings.

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.
- Inductees each will be provided with a mentor.
- Inductees teaching grade 6-12 will receive Suicide Prevention training in accordance with Act 71
- Inductees will receive Mandated Reporter Training in accordance with Act 126

*Unchecked answers*

*None.*

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

The Adams County Teacher Induction Program is planned and coordinated by a planning committee made up of one representative from each of the six Adams County School Districts. This Induction Committee plays an important role in the following:

1. Developing the Teacher Induction Plan,
2. Publishing a Teacher Induction Notebook for participants,
3. Designing and conducting joint teacher induction workshops and seminars, and
4. Recommending induction activities to be carried out at the district and building level.

The Adams County Induction Program begins with a total of three days, with the first two days focusing on the Learning Focused Schools framework. The remaining day focuses on "Preparing for School," which includes presentations on: the "Code of Conduct," "Teacher Effectiveness," "Child Abuse," and other topics determined to be a focus for that year.

The County Induction includes bi-monthly meetings with the following focused topics:

- October (County-wide in-service day) - Day 3 of Learning Focused School
- October - Diversity/ESL
- December - Children of Poverty

- February - Emerging Needs
- April - Final Reflection

In addition to the county-wide meetings, all new teachers meet within their home districts for additional training. The Bermudian Springs induction program helps teachers to more effortlessly acclimate so that they may accomplish the overall goal of educating students. The goals for the induction program are:

- to acclimate new employees to the school district procedures and policies
- to provide resources, a time and place to ask questions, solve problems, and voice concerns
- to provide proper support and training in relation to the position
- to problem solve regarding stressors experienced by new teachers
- to enhance and expand teacher strategies inside the classroom

These goals are accomplished through monthly meetings, classroom observations, and carefully selected mentors.

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

N/A

### *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 Adams County Teacher Induction Program is planned and coordinated by a planning committee made up of one representative from each participating school entity. The Induction Consortium provides each inductee with a comprehensive manual focusing on Consortium and local goals based upon best practices. Seminars conducted under the auspices of the Adams County Teacher Induction Program are designed to address some of the general concerns faced by all beginning teachers. The seminars, scheduled throughout the school year, provide opportunities to meet and share first year experiences with beginning teachers from other schools and school entities. Specific needs of individual beginning teachers are assessed at the building level both formally and informally throughout the school year. At the Adams County Teacher Induction Program level, induction participants are asked to identify additional seminar topics at mid-year. These recommendations are used to develop an "Emerging Needs Seminar" to take place in the spring of the year.

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

N/A

### ***Mentor Characteristics***

*Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.

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

*Unchecked answers*

*None.*

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

The selection of mentors will be guided by the “Essential Qualities of a Mentor Teacher”:

- Knowledge and skills in the classroom.
  - A commitment to the teaching profession and service to children.
  - Instructional leadership.
  - The ability to teach the district standards-based curriculum.
  - The use of appropriate, effective problem-solving techniques.
  - The use of a variety of instructional, classroom organizational, management and grouping techniques,
  - The ability to convey enthusiasm for a subject to students.
  - A willingness to give special attention to students requiring assistance.
  - Success in fostering excellent student performance.
  - The ability to give and receive constructive criticism.
  - The ability to effectively communicate with colleagues, parents and students.
  - Knowledge of policies and procedures within the specific school building.
- Further, the BSSD will seek to recruit mentor teachers who:
- are tenured.
  - Hold an Instructional II Certificate.
  - Have taught a minimum of two years with the school entity.
  - Are recognized and respected by colleagues.
  - Teach at the same grade level or in the same subject area as the beginning teacher.
  - Are assigned to classrooms in close proximity to the beginning teacher.

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

N/A

### *Induction Program Timeline*

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

If necessary, provide further explanation.

N/A

### *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

Each beginning teacher is expected to attend all Adams County workshops, seminars, local induction activities and building induction team meetings. In addition, beginning teachers must meet local expectation regarding peer visitations and maintain a log of induction activities' that provides the documentary base for entries on the Teacher Induction Criteria for Completion Form, This form, which includes a record of attendance for all consortium seminars, district and building level meetings and peer visitations, must be signed by all members of the building-level induction team and then submitted to the school district office for verification of completion of the program. All course are uploaded to the Act 48 System.

The BSSD will maintain records of those beginning teachers completing the induction process by:

- 1) giving each beginning teacher completing the program certification of this accomplishment,
- 2) placing a copy of the certification with the signed Teacher Induction Criteria for Completion Form in the teacher's personnel file.

Participants in each County Induction Seminar will be asked to evaluate the effectiveness

with which it achieved its intended goals/objectives. Summaries of the responses to these instruments will be reviewed annually by the County Induction Council as a means of making recommendations for program improvement. In addition, induction participants may be surveyed on an ongoing bases as well as at the end of the school year to determine the effectiveness of local level induction activities and the appropriateness of topics.

### ***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.
- 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*

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

## **Special Education**

### ***Special Education Students***

Total students identified: **204**

### ***Identification Method***

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

Bermudian Springs School District (BSSD) will continue to utilize the discrepancy model to identify specific learning disability in students who are referred for a multi-disciplinary evaluation. Bermudian Springs School District identifies, locates, and evaluates students through a referral process that is supported by Child Study and Student Assistance Teams in each building. These teams review students who are identified as "at risk" for academic, emotional, social, or behavioral problems. The school teams review the progress students are making toward the interventions that are implemented in the classroom to promote student success. The effectiveness of accommodations, adaptations to the curriculum, and instruction that students are receiving is measured and reviewed frequently. Local and state assessments, benchmark assessments, diagnostic testing, formative and summative testing are used as measures to indicate student performance. these assessments are also used to identify areas that need improvement, and support the remediation of students to be successful in the

curriculum. Students are assessed with grade level benchmarks, PSSA, and Keystone assessments. Their scores are analyzed and used to divide students into intervention groups based on the instruction needed to remediate specific skills. The current Discrepancy Model that is being utilized in the district has been effective in identifying students in proportionally appropriate percentages in all disability categories. Comprehensive evaluation and special education services when recommended by the school district are provided at no cost to parents. They are designed to meet the unique learning needs of the individual student. Annual public notice is published on The Bermudian Springs School District website, in the district calendar, building newsletters, and local newspapers.

Currently Bermudian Springs maintains a standards based curriculum aligned with the PA Common Core Standards and the PA Alternate Standards recently adopted by the Pennsylvania Department of Education. Curriculum teams are maintained to evaluate, assess, and review the board approved curriculum guides and curriculum framework that will support the academic success of all students. All students receive high quality, research-based instruction in the general curriculum. Regular and special education teachers are certified and highly qualified to instruct students in the curriculum. Students who are identified with disabilities and receive special education services through specially designed instruction, are no exception. Instruction in the regular classroom is maintained by supporting the general curriculum with appropriate adaptations, and modifying the delivery of instruction as needed to address the specific needs of special education students. Instruction in the least restrictive environment, whether that instruction occurs in the regular or special education classroom, is determined by looking at the acquisition and retention of the curriculum that is taught, social skills being developed, and functional daily living skills needed to be independent. The recommended educational program reflects the environment where the student can make measurable progress toward meeting their academic goals while maintaining and growing in independence from their caretakers.

In addition to a standards based curriculum, Bermudian Springs School District utilizes universal screening measures to assess students. Data-based decision making occurs in all grade levels where student progress is measured in relation to grade level benchmarks and assessments. Bermudian Springs systematically looks at student data and student progress toward grade level benchmarks by using "Data Days". These professional days are set aside in the district calendar for teachers to analyze the progress that their students are making toward grade level benchmarks based on assessment data. Special education teachers analyze the progress that their students are making toward their specific IEP goals. They also review the individual assessment results for students given on group and individually administered achievement tests and diagnostic assessments. This assessment data assists special education teachers to identify goals that need to be developed for individual students. These goals are written to align with the PA Core and Alternate Standards when needed, as indicated by student performance on PSSA and PASA assessments and the Keystone Exams.

Many of the core characteristics of the Response to Intervention Model are present and operational in Bermudian Springs School District at the elementary level. During the duration of this special education plan Bermudian Springs School District will continue to develop a school wide tiered-intervention system at the elementary level to provide leveled interventions to be used with students who are demonstrating the need for enrichment or remediation. While the faculty and staff at Bermudian Springs School District hold high expectations for student learning and behavior, they recognize that quality instruction equates to continuous school improvement. Building level action plans will address the re-alignment of resources to address improved delivery of instruction, intervention strategies, and the reallocation of district resources.

## *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 Special Education Data Report (2013-14) for Bermudian Springs School District (BSSD) used for this Comprehensive Plan shows that the enrollment differences for BSSD are not significantly disproportionate. Overall, the "Percent of Special Education Enrollment by Disability" is below the state average, (BSSD reports a 10.1% percent enrollment for special education students as compared to the state's enrollment average of 15.4%). Our district is a small rural district, so the data percentages are skewed by the fact that in many disability categories our data is too small to reflect proper statistical comparisons. The number or "N" is 10 or less for the following categories of autism, deaf blindness, hearing impairment, multiple disabilities, orthopedic impairment, traumatic brain injury and visual impairment. In other categories, including Emotional Disturbance and Other Health Impairment the number of students identified is slightly below the state average but not disproportionate. In the categories of Specific Learning Disability, Speech and Language Impairment and Intellectual Disability, the number of identified special education students are slightly above the state average, but again not disproportionate in comparison to state averages. BSSD's small overall student enrollment and special education enrollment in these categories is greatly impacted by the identification of a few new students, and students who move into or transfer to the district.

One area of student enrollment that is slightly higher than and above the state average for Bermudian Springs is the Intellectually Disabled. The numbers for this category have risen for the second year in row. The number of students has risen in part due to families moving into our district with multiple children identified with Intellectual Disability. Our percentages can rise or fall dramatically with the transfer of a few families or the placement of foster students in Bermudian Springs School District. The least restrictive environment is always considered as the best option for students, but the setting needs to be an appropriate match that considers the severity of a student's disability and the intensity of the services required for them to be successful. Some students may require intensive services in an environment that might be more restrictive, based on their needs. In order to ensure proper identification of eligibility for students with an Intellectual Disability, the multidisciplinary team considers multiple factors. First, the parents always receive a formal notice of a pending evaluation proposed by the district with their Procedural Safeguards. Parental permission is sought to complete a multi-disciplinary evaluation. The parent is assured that the evaluation is provided free of cost. Second, the district employs a certified and highly qualified school psychologist who is trained in the proper administration of a variety of assessments. The school psychologist is the designated professional who manages the details and completion of the comprehensive evaluations



that are conducted and the validity and reliability of the measures used to gather student data.

When the Intellectually Disabled identification is being considered for a student being evaluated, that student must have a full-scale IQ below 70. In addition, adaptive behavior, as measured by anecdotal information as well as standardized instruments, must be impacted. The child must be experiencing significantly delayed academic progress in comparison to peers. Other factors, such as cultural, economic, and social issues are ruled out, including status as an English-Language-Learner. The team explores whether the student demonstrates significant progress with regular education interventions over time. Special considerations are looked at for any related services that might support a student. Re-evaluations and updated Individualized Education Programs will continue to include updated intelligence and achievement testing and revisit the multiple criteria used to confirm Intellectual Disability. Students with this disability category are provided with the maximum amount of integration into the regular education program that is appropriate for their needs.

The current Special Education Data Report indicates that our graduation and drop out rates are satisfactory. The Race/Ethnicity report does not show a significant disproportionality for Bermudian Springs School District.

### *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?

Bermudian Springs School District is not the host district for residential facilities that serve Section 1306 students, who may or may not be "Wards of the State". Our district utilizes local institutional and residential programs in locations in neighboring school districts, who do act as host districts for students who are considered Section 1306 students. A free appropriate public education is provided in the least restrictive environment based on a student's needs in an appropriate environment, where the student can make progress and growth. Some students demonstrate the need for more intensive mental health or behavioral programs that are offered by Bermudian Springs School District, but hosted in another neighboring school district. The regular education program is always considered as the first option with supplemental services and supports being offered in varying levels of intensity. When the supports needed by a student require specialized programming like direct mental health services, drug and alcohol treatment, or incarceration those services are provided in locations outside the district where the student can receive the services needed to address their unique and individualized needs.

Currently Bermudian Springs School District is not experiencing any barriers to providing

services and programs for Section 1306 students. Bermudian Springs School District is contacted whenever a student is placed outside the district in a institutionalized residential facility. Our district acknowledges the student's residency and completes and submits the educational information requested to help serve any student in an out of district program.

### *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).

Bermudian Springs School District offers a free and appropriate public education for all students, including those who are incarcerated and receive special education services. The BSSD maintains a key contact person who facilitates communication between the institutions that serve incarcerated students and the school district. Communication with prisons and detention centers regarding educational issues is maintained and students needing special education services are tracked through Penn Data and the Lincoln Intermediate Unit #12 who provide educational services to incarcerated students in local detention facilities. Currently, BSSD has one student who is incarcerated in a juvenile detention facility and no students who are under the age of 21 and confined to an adult correctional institution.

The identification, reevaluation, and determination of eligibility for special education services is made for incarcerated students using the same procedures as typical students residing in our district. The Individualized Education Programs for incarcerated students are updated annually and forwarded to the receiving district or institution if the student transfers, returns to public education, or graduates. Transfer of school records and student progress toward graduation is monitored while students are incarcerated.

### *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) To the maximum extent possible BSSD includes students identified with a disability with non-disabled peers. The special education teachers at Bermudian Springs support the regular curriculum taught in classrooms by providing additional adaptations, modifications, and instruction in the regular curriculum for students with disabilities. An inclusive environment is maintained by offering co-taught classes, providing research based teaching strategies, related services, and interventions implemented in the regular classroom. The regular classroom with supported instruction is always considered as the first option for students who are identified with disabilities. The effectiveness of classroom adaptations, interventions, and student progress is monitored. Instructional time in special education is adjusted based on the success a student experiences in the regular classroom. When a referral for a multidisciplinary evaluation or reevaluation is made, the information collected on current adaptations or interventions implemented during the pre-referral process is used to identify the supports and special education services that are recommended for the Individualized Education Program.

Progress monitoring data and benchmark assessments are used to make placement decisions and monitor the academic gains students have made when considering a change in placement. Utilizing a standards based curriculum and state and local assessments makes integration and movement between special education and regular education an on-going consideration as students advance through the grade levels. Students with disabilities are considered for more restrictive programs when they fail to make successful academic and behavioral gains needed to make to progress in the general curriculum, with special education supports and services in place. The reevaluation process is used to look at a student's specific needs and provide additional information to school teams when new educational issues arise or additional information is needed to make a program change.

Bermudian Springs School District maintains a pre-referral procedure that includes Child Study Teams, and the Student Assistance Program at the secondary level. The Child Study Teams identify and screen students who are at risk academically, socially or behaviorally. A team approach will continue to be utilized to identify the local resources and services that are available to students in regular education that may help them to be more successful. A full continuum of services is maintained to address students specific needs including: related service providers, Title 1 services, guidance and counseling services, ESL services, tutoring, summer programs, and are implemented based on student need.

Teachers monitor student progress and make adaptations for those students who need more individualized instruction. Local options for supplemental supports are always exhausted before students are referred for multidisciplinary evaluation and special education services in a more restrictive setting are considered. Agencies are also utilized to supply necessary supports for students including; mental health services, wrap around services, and counseling services.

Bermudian Springs School District uses Supplementary Aids and Services to meet the individual needs of the special education population identified through the IEP process to all students who need them, providing a relevant educational benefit. Examples of Instructional Supplementary Aids and Services that are utilized are:

- Activating prior knowledge through previewing concepts and vocabulary

- Providing multiple practice opportunities
- Opportunities for skills to be retaught while using a Gradual Release Model
- Use of specific vocabulary techniques, word walls, vocabulary exercises, and word banks
- Use of formula cards, specific step by step task cards for multiple step math problems
- Use of calculator, number grid, lattice method to increase the accuracy of basic math facts
- Direct Instruction at an adapted level matching student ability
- Simultaneous multi-sensory strategies employing visual, auditory, tactile modalities
- Assistive Technology
- Augmentative Communication Devices
- Communication Plans

Specific techniques for re-direction of off-tasks behavior including: student contracts, desk checklists, classroom incentives

- Immediate feedback aided by the use of assistive technology in software programs, communication devices and personal electronic devices
- Additional uses of technology include: sound amplification system, word prediction, projection systems, enlargement of texts and books available on tape/CD, copies of regular education notes, etc.
- Simultaneous multi-sensory strategies employing visual, auditory, tactile modalities.
- Physical Supplementary Aids and Services include a wide array of assistive devices
- Preferential seating nearest to the teachers' main instructional area
- Seating away from noises such as heaters and fans; structural aides (grab bars, wheelchair accessibility, etc); and adaptive equipment.
- Evacuation plans for physically handicapped students
- Use of adjusted time schedule for students with mobility problems
- Adjusted arrival and dismissal procedures

Social-Behavioral Supplementary Aids and Services provide support and services to increase appropriate behavior and decrease non-appropriate behavior. The district uses methods such as:

- School Wide Positive Behavior Support (SWPBS)
- School-based mental health counseling

- Social groups facilitated by school guidance counselor, buddy program, Olewus Bullying Program, social skills instruction
- Individual Positive Behavior Support Plans
- Training for staff and administrators in Crisis Prevention Intervention Training
- Crisis Plans

The district provides general and special education teachers with common planning time to assist in the collaborative process. Special education teachers attend collaboration meetings in the elementary school and grade level team meetings in middle school, where the team process is embraced for each grade level. Special Education Department meetings are held once a month in each building to address special education issues and maintain the smooth implementation of special education procedures with administrators and teachers. Professional development is also provided to staff on autism, reading, mathematics, least restrictive environment, differentiated instruction, and identification procedures.

The district collaborates with parents through meetings, district mailings, on-line grading, e-mails, phone conferences, parent teacher evenings, and orientations meetings. Special scheduling meetings for the parents of learning support students who transition from the middle school to high school and from pre-school to the elementary school.

2) Bermudian Springs School District participated in Indicator #13 training to provide teachers and administrators with site based training to increase their knowledge base about transition services. "Successful Practices in Secondary Transition for Continuous Improvement" a PDE sponsored training event was attended by administrators at the secondary level. A local Intermediate Unit #12 consultant provided the face to face training for special education teachers and administrators throughout the 2015-16 school year as indicated in the training plan developed from a needs assessment and survey. PaTTAN provided several video conferences, and training for administrators on transition planning and practices. A team of key stake holders from the district attended the Pennsylvania Department of Education session "Supporting Pathways to Future Employment" and a second session titled, "Navigating the Road to Success". Special education teachers participated in a direct review of the Individualized Education Programs (IEPs) as related to transition services and completed a pre and post sample to indicate their improvement in writing effective and measurable IEP goals.

Special and regular education teachers participated in a district professional development inservice, utilizing consultants from our local intermediate unit and local presenters to learn about Differentiated Instruction, Customized Learning, and Project Based Learning during designated in-service days.

Bermudian Springs School District has also participated in training through a private partnership with Apple to transform teaching and learning, through the expanded use of technology. Select key stake holders at each building also participated in training on the SAMR framework, that will be utilized in a future district "One to World" initiative. The addition of a new Technology Intervention Specialist has been added to our curricular staff to help implement innovative technology in our district.

Beginning in the 2010-2011 school year Bermudian Springs School District entered into an agreement with Fairfield Area School District and Upper Adams School District to form The Adams County Consortium. The consortium provides special education services for students who are identified as needing life skills, emotional support. or full time learning support programs. The

consortium was formed to provide an alternative to purchasing contracted services for students in these disability categories through the local intermediate unit. While students continue to be educated in neighboring school districts when intensive programming is needed, the consortium has allowed us to keep our students in one district consistently, providing smooth transitions as students move from pre-school to elementary, middle, and then high school. Student placement and enrollment has been streamlined to ensure quick and efficient access to programs that are more intensive based on the individual needs of students. In the years that followed, and now in during the 2015-16 school year and our fifth year of operation, the Adams County Consortium has expanded its programs to provide programming in additional grade levels, and has added a Transition Coordinator and a Behavioral Intervention Specialist to provide services to all three school districts in the consortium.

3) Penn Data Special Education Reports indicate the following school enrollments and percentages in Indicator 5:

School enrollment Inside Regular Education Class 80% or more is lower (46.2%) as compared to the state average of (62.4%)

School enrollment Inside the Regular Education Class less than 40% is lower (6.0%) as compared to the state average of (8.9%)

School enrollment in other settings is smaller than the required 10 for reporting this category but the following number of students are educated in out of district programs in these locations:

#### **OUT OF DISTRICT PLACEMENTS**

| Facility                       | Type of Facility       | Type of Service       | Enrollment |
|--------------------------------|------------------------|-----------------------|------------|
| River Rock Academy             | Private                | Alternative Education | 1          |
| Robert Ketterer Charter School | Charter                | Emotional support     | 1          |
| Instruction in the Home        | Student Home           | MDS Support           | 1          |
| UCBH                           | Mental Health Provider | Mental Health         | 1          |

\* All student placements in out of district programs were determined by the students's specific academic, behavioral, social and emotional needs.

#### ***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.

Bermudian Springs School District maintains a School Board Policy that has been developed and up-dated to comply with the District Wide Behavioral Support Program. This includes the adoption of the policies and procedures developed by the Lincoln Intermediate

Unit that outline a Positive Behavior Support Program.

Currently each individual building is responsible for the implementation of the positive behavioral support initiative. At each building a Student Code of Conduct outlines the rules, regulations, and discipline procedures. The code of conduct is reviewed and signed by all students at the beginning of the year and can be found on the district web site for reference. Functional Behavior Assessments are conducted to gather information, and formulate individual positive behavioral support plans when needed to manage student behavior. Positive Behavior Support Plans are developed by a school team that contains regular and special education teachers, school psychologist, building principals, and guidance counselor. Manifestation Determinations are conducted prior to disciplinary actions whenever students with disabilities violate school policy or are considered for a change in placement or a unilateral 45 day placement.

Emotional support services are provided by the district for students with emotional disturbance at the high school level. Special education teachers and the instructional aide are certified, highly qualified and trained in Non-violent Crisis Prevention Intervention strategies and maintain their certificates. The Emotional Support Team meets once a month to discuss the success and challenges of our students and addresses student issues with on-going consultation by the school psychologist and behavioral specialist when needed. Our district utilizes our Student Assistance Program (SAP) and the services of True North when needed to provide assistance to students with mental health needs. Our district maintains a working relationship with the Office of Juvenile Probation for direct support to students who are referred for that level of intervention.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

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

1) Bermudian Springs School District maintains community resources and interagency contacts to assist the district with ensuring FAPE for students in all disability categories.

#### **Service/Resource**

#### **Description**

Youth Employment Program

The Youth Employment Program offers services under the guidelines of the Workforce Development Act, through the Lincoln Intermediate Unit #12. Youth are referred by BSSD,

|  |   |
|--|---|
| York/Adams Mental Health-Intellectual & Developmental Disabilities Program | <p>family and community partners. The program is geared to youth with barriers such as a mental or physical disability, lack of workplace skills, are unemployed or underemployed, etc.</p> <p>The York/Adams MH-IDD program is a County based Administrative and Case Management entity that provides an array of services to consumers who are eligible and county residents with a mental health or intellectual disability diagnosis. These services are voluntary and can provide additional supports to families in our community for early intervention, mental health, and intellectual disabilities.</p>                                     |
| Lincoln Intermediate Unit #12  | <p>The Lincoln Intermediate Unit #12- acts as a partner with Bermudian Springs School District to provide staff development, curriculum consultation, special education services, and access to a network of resources to maintain and improve the quality of our educational programs.</p>   |
| Office of Vocational Rehabilitation (OVR)                                  | <p>OVR - is a state agency that helps persons with disabilities help themselves to prepare for, start, and maintain a life as an adult after high school. School to Work transition serves as a bridge from the life of a student to that of an adult. OVR works with BSSD in preparing and implementing transition plans for our graduating students with disabilities as they enter the world of post-secondary education and employment. OVR works with any youth or young adult with a disability, who may need vocational counseling and guidance, as well as assistance in preparing for, obtaining, or maintaining competitive employment.</p> |
| Parent Education Network (PEN)   | <p>PEN is a coalition of parents and professionals providing technical assistance, on-site training workshops, and literature regarding early intervention, special education and transition. PEN representatives provide parent training opportunities for parents of students who receive special education services annually for BSSD.</p>   |
| PaTTAN   | <p>PaTTAN - is an initiative sponsored by the Pennsylvania Department of Education in partnership with families and local educational agencies (LEAs) to support educational programs and services to improve student learning and achievement. PaTTAN provides BSSD with resources and training for special education teachers and administrators.</p>   |
| Special Education and Related Services                                     | <p>The BSSD conducts ongoing identification activities as a part of its school program for the purpose of identifying students who may be in need of special education and related services. In compliance with state and federal law, the BSSD will</p>  |



provide, without discrimination, to each protected handicapped student, special education services, aides and accommodations, which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and extracurricular activities.

2) In an effort to provide consistent program coordination, and development of programs for students in specific disability categories in Adams County, a local consortium was formed in order to maximize the resources of Upper Adams School District, Fairfield Area School District and Bermudian Springs School District. The goal of the Adams County Consortium was to provide efficient and affordable special education services while capitalizing on the resources and supports that each district was able to provide to the other. Special education programs for life skills students needing a functional life skills curriculum is provided in Upper Adams School District. Fairfield Area School District supplies a full time learning support program to students who have neurologically based learning disabilities and need a high level of support and accommodations to participate in the general curriculum. Bermudian Springs operates an emotional support program for students who need a structured behavioral support component and who fall under the disability category of emotional disturbance. While enrollment in the local Intermediate Unit classrooms has decreased, the quality of education our students are receiving along with the consistency in the same district from year to year, is improving the educational outcomes for many of our students.

3) Expansion of the Adams County Consortium classes will include several new grade levels next year. The contracted position of a Behavioral Specialist to help support students who are difficult to manage in the classroom, will be available to the Consortium districts. Students transitioning from pre-school programs are making smoother transitions into school age programs with the additional effort that has been taken to have parents visit school aged placements before making a placement decision. A greater number of parents have visited regular education classrooms and consortium classrooms before intake meetings to familiarize themselves with the program.

### *Strengths and Highlights*

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

Bermudian Springs School District (BSSD) has employed a competent, dedicated, and highly qualified staff who are committed to developing capable, self-directed and proficient learners. Learning support teachers at Bermudian Springs make a daily effort to meet the high needs of a diverse population of students in creative and innovative ways. BSSD maintains a full continuum of services that support a free appropriate public education for

students with disabilities in the least restrictive environment. Bermudian Springs will continue to maximize its resources to provide these services efficiently.

Direct instruction and co-taught classes at the secondary level help support student with disabilities in the core content areas. Learning support classes are available in language arts and math in order to provide students with specific disabilities instruction at a level that is challenging but within their ability to gain and master the foundational skills that will promote learning at a higher level. The social science classes are supported within regular education in order to provide accommodations and adaptations to the regular curriculum and deliver supplemental services outlined in the specially designed instruction section of a student's Individualized Education Program. Benchmark assessments, curriculum based assessments and progress monitoring in reading and math provide data throughout the year to focus the instruction for students who fall below expected levels in basic reading and math skills. Program development in all buildings includes intervention programs that are researched based, like READ 180, Fountas and Pinell, and Foundations. IXL, and Star Assessments provide individual measures of student progress in reading and math fluency and are being utilized to monitor student growth and continuous improvement.

Transition activities provided to students over 14 years of age help provide a strong connection between post-secondary education and future career opportunities. Career fairs, job shadowing, vocational assessments and interest inventories help promote active and meaningful participation in course work at the high school and at the postsecondary level to support the transitions goals for students after graduation from high school. Agency involvement to facilitate employment and independent living is available to students who need assistance to secure these services.

In order to address the intensive services needed by some students, assistive technology, augmentative communication, and devices to eliminate the physical barriers that student encounter, are taken into consideration. Teachers and administrators are flexible and work collaboratively to provide modifications and supplemental services that help students identified with disabilities remain in regular education to the maximum extent possible.

### **Students**

Based on the Special Education Data Report the Bermudian Springs School District is slightly below the state average for identified special education students. While Specific Learning Disability is slightly higher than the state average, and Other Health Impairment while other disability categories have too few students to count, every effort is made to identify students who meet the criteria for a disability and enroll them in the least restrictive environment. Our enrollment in emotional disturbance has fallen to a lower level in the current school year (12.9% - 10.1% ) and providing district operated emotional support services to our students at the high school level has led to more integration for those students into regular education classes.

Transition programming for students has improved significantly in the past two years. Work experience and job shadowing experiences have become annual activities paired with the local college fairs and career awareness exercises developed and promoted by our guidance department. The services of the Office of Vocational Rehabilitation (OVR), Mental Health/Intellectual Disabled Disability (MH-IDD), and Service Access Management (SAM) True North, and the Youth Development Center have been utilized to support student in post-secondary endeavors.

### **Teachers**

Bermudian Springs employs certified and high qualified teachers who are dedicated to students and the goal of helping them succeed. Co-teaching and adapting instruction occurs at all building levels and teachers work hard to support students in the regular education classroom. Training and staff development in for regular and special education teachers has been provided in inclusive practices, co-teaching and differentiated instruction. Special education teachers have been trained in Every Day Math, Read Naturally, Soar to Success, READ 180, IEP Writer, Administration of PSSA and Keystone Exams, Crisis Intervention, and Behavioral Support. They participate in district developed data days and are involved in curriculum writing process to address the Core Content Standards. Teachers collaborate with their building level teams during weekly team meetings and participate in a number of district committees to improve district outcomes.

### **Parents**

Parent support is evident through active participation at IEP meetings for their children. It is the norm for parents to attend IEP meetings. Parents who have a difficult time attending in person are given the opportunity to conduct a phone conference and receive advance copies of their child's IEP so that they may read the contents prior to the meeting. Parent support is also evident by encouraging and supporting their children to attend after school tutoring, and accessing their child's grades on-line, to keep track of the progress being made. The parents of elementary students are often parent volunteers and participate in the parent training provided by our reading specialists. Learning support teachers attend our back to school evenings so that parents can connect with them prior to the new school year. Parents are provided with notices and brochures of training provided by the Lincoln Intermediate Unit t#12 on special education services. Bermudian also provides parents with a transition resources folder with the required state documents and make these available on our web site.

### **Administrators**

Building level Administrators attend professional development in topics that deal with the implementation of IDEA and Chapter 14 and Special Education Law. During the 2015-2016

school year administrators attended training in Crisis Prevention Intervention Training, sessions provided by our solicitors to address Manifestation Determinations, and Functional Behavior Assessments, and Indicator #13 training to target transition practices to support post-school student outcomes.

The building principals are highly supportive and welcome students who require learning and emotional support services in their buildings. Administrators support and encourage teams of regular and special education teachers to be involved in co-teaching and training that emphasize inclusive practices. Building principals support our limited resources by scheduling special needs students so that they can participate in regular education classes and receive direct instruction as well. Assistant principals routinely involve the special education director when discipline issues arise to ensure that students rights are protected and special education regulations are adhered to. The building area regular participant in monthly Administrative team meeting where special education services and issues are discussed.

### **Para-professionals**

Para-professionals participate in on-line training through PaTTAN receive their Competency Credential and become highly qualified. In addition Personal Care Aides log 20 hours a year of professional development and training in workshops and district in-services to maintain their highly qualified status. Personal Care Aides are certified in PR and First Aid and attend district in-services, when they are relevant to their positions. District para-professionals are a part of the school based team which target the specific needs of students. They work with regular and special education teachers alike, to supply the support the individual services that some students need to be successful.

An instructional aide supports the Emotional Support classroom operated by Bermudian Springs at the high school level. She maintains on-going progress monitoring on the classroom management program, assists with assignment completion, participates in student check ins, monitoring and guiding of student behaviors, organizational skills and the emotional support needed by many of the students throughout the day.

# 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 |
|---|------------------------------|---|---------------------------|
| Upper Adams School District (Biglerville Elementary, Middle and High)   | Neighboring School Districts | Life Skills Support   | 14                        |
| Fairfield Area School District (Elementary, Middle and High Schools)  | Neighboring School Districts | Learning Support  | 5                         |
| River Rock  | Approved Private Schools     | Alternative Education   | 1                         |
| Student's Home  | Instruction in the Home      | Multiple Disability Support   | 1                         |
| Littlestown Area School District  | Neighboring School Districts | MDS Support   | 0                         |
| Conewago School District (New Oxford Senior High)   | Neighboring School Districts | HI  | 1                         |
| New Oxford Training Site -Lincoln Intermediate Unit #12   | Neighboring School Districts | Life Skills   | 1                         |
| Paradise School   | Other                        | Emotional Support/Dual Diagnosis  | 2                         |
| Littlestown Area School District (Rolling Acres Elementary School)  | Neighboring School Districts | Emotional Support   | 2                         |
| Hanover Area School District (Clearview Elementary)   | Neighboring School Districts | Autistic Support  | 1                         |
| Conewago Valley School District (Conewago Elementary School)  | Neighboring School Districts | HI  | 3                         |
| LIU#12 - Emotional Support Classroom  | Neighboring School Districts | Emotional Support   | 1                         |
| Upper Adams School District (Arendtsville Elementary ) Lincoln Intermediate Unit - Autistic Support Classroom | Neighboring School Districts | Autistic Support  | 1                         |
| Robert Ketterer Charter School  | Other                        | Charter school for student in a residential juvenile detention facility | 1                         |

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* May 2, 2016

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

**PROGRAM SEGMENTS**

| Type of Support                     | Level of Support              | Age Range   | Caseload | FTE |
|-------------------------------------|-------------------------------|---|----------|-----|
| Itinerant                           | Learning Support              | 9 to 10   | 5        | 0.5 |
| Locations:                          |                               |   |          |     |
| Bermudian Springs Elementary School | An Elementary School Building | A building in which General Education programs are operated |          |     |

| Type of Support                                | Level of Support              | Age Range   | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support              | 9 to 10   | 7        | 0.5 |
| Locations:                                     |                               |   |          |     |
| Bermudian Springs Elementary School            | An Elementary School Building | A building in which General Education programs are operated |          |     |

**Program Position #2 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* May 2, 2016

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

**PROGRAM SEGMENTS**

| Type of Support                                | Level of Support              | Age Range   | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support              | 5 to 7  | 3        | 0.5 |
| Locations:                                     |                               |   |          |     |
| Bermudian Springs Elementary School            | An Elementary School Building | A building in which General Education programs are operated |          |     |

| Type of Support                     | Level of Support              | Age Range   | Caseload | FTE |
|-------------------------------------|-------------------------------|---|----------|-----|
| Itinerant                           | Learning Support              | 6 to 8  | 6        | 0.5 |
| Locations:                          |                               |   |          |     |
| Bermudian Springs Elementary 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:* May 2, 2016



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

**PROGRAM SEGMENTS**

| Type of Support                                | Level of Support              | Age Range   | Caseload | FTE  |
|--|-------------------------------|---|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support              | 7 to 9  | 5        | 0.55 |
| Locations:                                     |                               |   |          |      |
| Bermudian Springs Elementary School            | An Elementary School Building | A building in which General Education programs are operated |          |      |

| Type of Support                     | Level of Support              | Age Range   | Caseload | FTE  |
|-------------------------------------|-------------------------------|---|----------|------|
| Itinerant                           | Learning Support              | 7 to 9  | 8        | 0.45 |
| Locations:                          |                               |   |          |      |
| Bermudian Springs Elementary School | An Elementary School Building | A building in which General Education programs are operated |          |      |

**Program Position #4**

*Operator:* Intermediate Unit

**PROGRAM SEGMENTS**

| Type of Support                                | Level of Support              | Age Range   | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Emotional Support             | 8 to 10   | 12       | 1   |
| Locations:                                     |                               |   |          |     |
| Bermudian Springs Elementary School            | An Elementary School Building | A building in which General Education programs are operated |          |     |

**Program Position #5 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* May 2, 2016

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

**PROGRAM SEGMENTS**

| Type of Support                                | Level of Support         | Age Range   | Caseload | FTE |
|--|--------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support         | 10 to 12  | 1        | 0.1 |
| Locations:                                     |                          |   |          |     |
| Bermudian Springs Middle School                | A Middle School Building | A building in which General Education programs are operated |          |     |

| Type of Support                 | Level of Support         | Age Range   | Caseload | FTE |
|---------------------------------|--------------------------|---|----------|-----|
| Itinerant                       | Learning Support         | 10 to 12  | 8        | 0.9 |
| Locations:                      |                          |   |          |     |
| Bermudian Springs Middle School | A Middle School Building | A building in which General Education programs are operated |          |     |

**Program Position #6 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* May 2, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

| Type of Support                 | Level of Support         | Age Range   | Caseload | FTE  |
|---------------------------------|--------------------------|---|----------|------|
| Itinerant                       | Learning Support         | 11 to 14  | 4        | 0.35 |
| Locations:                      |                          |   |          |      |
| Bermudian Springs Middle School | A Middle School Building | A building in which General Education programs are operated |          |      |

| Type of Support                                | Level of Support         | Age Range   | Caseload | FTE  |
|--|--------------------------|---|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support         | 11 to 14  | 6        | 0.65 |
| Locations:                                     |                          |   |          |      |
| Bermudian Springs Middle School                | A Middle 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:* May 2, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

| Type of Support                                | Level of Support         | Age Range   | Caseload | FTE |
|--|--------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support         | 12 to 14  | 10       | 0.6 |
| Locations:                                     |                          |   |          |     |
| Bermudian Springs Middle School                | A Middle School Building | A building in which General Education programs are operated |          |     |

| Type of Support                 | Level of Support         | Age Range   | Caseload | FTE |
|---------------------------------|--------------------------|---|----------|-----|
| Itinerant                       | Learning Support         | 12 to 14  | 8        | 0.4 |
| Locations:                      |                          |   |          |     |
| Bermudian Springs Middle School | A Middle School Building | A building in which General Education programs are operated |          |     |

**Program Position #8 - Proposed Program***Operator:* School District

**PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: May 2, 2016**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

| Type of Support                 | Level of Support         | Age Range   | Caseload | FTE  |
|---------------------------------|--------------------------|---|----------|------|
| Itinerant                       | Learning Support         | 13 to 15  | 9        | 0.54 |
| Locations:                      |                          |   |          |      |
| Bermudian Springs Middle School | A Middle School Building | A building in which General Education programs are operated |          |      |

| Type of Support                                | Level of Support         | Age Range   | Caseload | FTE  |
|--|--------------------------|---|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support         | 13 to 15  | 8        | 0.46 |
| Locations:                                     |                          |   |          |      |
| Bermudian Springs Middle School                | A Middle School Building | A building in which General Education programs are operated |          |      |

**Program Position #9 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: May 2, 2016**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

| Type of Support                                | Level of Support              | Age Range   | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Emotional Support             | 14 to 16  | 9        | 0.6 |
| Locations:                                     |                               |   |          |     |
| Bermudian Springs High School                  | A Senior High School Building | A building in which General Education programs are operated |          |     |

| Type of Support              | Level of Support              | Age Range   | Caseload | FTE |
|------------------------------|-------------------------------|---|----------|-----|
| Itinerant                    | Emotional Support             | 14 to 16  | 3        | 0.4 |
| Locations:                   |                               |   |          |     |
| Bermudain Spring High School | A Senior High School Building | A building in which General Education programs are operated |          |     |

**Program Position #10 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: May 2, 2016*

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

**PROGRAM SEGMENTS**

| Type of Support                                | Level of Support              | Age Range   | Caseload | FTE  |
|--|-------------------------------|---|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support              | 15 to 17  | 9        | 0.45 |
| Locations:                                     |                               |   |          |      |
| Bermudian Springs High School                  | A Senior High School Building | A building in which General Education programs are operated |          |      |

| Type of Support               | Level of Support              | Age Range   | Caseload | FTE  |
|-------------------------------|-------------------------------|---|----------|------|
| Itinerant                     | Learning Support              | 15 to 17  | 10       | 0.55 |
| Locations:                    |                               |   |          |      |
| Bermudian Springs High School | A Senior High School Building | A building in which General Education programs are operated |          |      |

**Program Position #11 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* May 2, 2016

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

**PROGRAM SEGMENTS**

| Type of Support                                | Level of Support              | Age Range   | Caseload | FTE  |
|--|-------------------------------|---|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support              | 15 to 17  | 6        | 0.65 |
| Locations:                                     |                               |   |          |      |
| Bermudian Springs High School                  | A Senior High School Building | A building in which General Education programs are operated |          |      |

| Type of Support               | Level of Support              | Age Range   | Caseload | FTE  |
|-------------------------------|-------------------------------|---|----------|------|
| Itinerant                     | Learning Support              | 15 to 17  | 8        | 0.35 |
| Locations:                    |                               |   |          |      |
| Bermudian Springs High School | A Senior High School Building | A building in which General Education programs are operated |          |      |

**Program Position #12 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* May 2, 2016

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

**PROGRAM SEGMENTS**

| Type of Support               | Level of Support              | Age Range   | Caseload | FTE |
|-------------------------------|-------------------------------|---|----------|-----|
| Itinerant                     | Learning Support              | 16 to 18  | 7        | 0.5 |
| Locations:                    |                               |   |          |     |
| Bermudian Springs High School | A Senior High School Building | A building in which General Education programs are operated |          |     |

| Type of Support                                | Level of Support              | Age Range   | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support              | 15 to 17  | 7        | 0.5 |
| Locations:                                     |                               |   |          |     |
| Bermudian Springs High School                  | A Senior High School Building | A building in which General Education programs are operated |          |     |

### Program Position #13 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* May 2, 2016

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

#### PROGRAM SEGMENTS

| Type of Support               | Level of Support              | Age Range   | Caseload | FTE |
|-------------------------------|-------------------------------|---|----------|-----|
| Itinerant                     | Learning Support              | 16 to 18  | 7        | 0.4 |
| Locations:                    |                               |   |          |     |
| Bermudian Springs High School | A Senior High School Building | A building in which General Education programs are operated |          |     |

| Type of Support                                | Level of Support              | Age Range   | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support              | 16 to 18  | 6        | 0.3 |
| Locations:                                     |                               |   |          |     |
| Bermudian Springs High School                  | A Senior High School Building | A building in which General Education programs are operated |          |     |

## Special Education Support Services

| Support Service                        | Location   | Teacher FTE |
|--|--|-------------|
| Certified School Psychologist          | Bermudian Springs School District                                  | 1           |
| Director of Special Education          | Bermudian Springs School District                                  | 1           |
| Personal Care Aide                     | Bermudian Springs Middle School                                    | 1           |
| Personal Care Aide                     | Bermudian Springs Middle School                                    | 0.5         |
| Instructional Aide (Emotional Support) | Bermudian Springs School District ( Bermudain Springs High School) | 1           |
| Speech and Language                    | Elementary, Middle and High  | 1           |

|           |  |  |
|-----------|--|--|
| Therapist |  |  |
|-----------|--|--|

### Special Education Contracted Services

| Special Education Contracted Services | Operator   | Amt of Time per Week |
|---------------------------------------|--|----------------------|
| Occupational Therapist                | Intermediate Unit                                  | 2 Days               |
| Physical Therapist                    | Intermediate Unit                                  | 1 Days               |
| Speech and Language Therapist         | Intermediate Unit                                  | 4 Hours              |
| Deaf and Hard of Hearing Support      | Intermediate Unit                                  | 30 Minutes           |
| Vision Intinerant                     | Intermediate Unit                                  | 15 Minutes           |
| English Language Learners             | Multiple LEA (School Districts or Charter Schools) | 5 Hours              |
| Speech and Language Therapist         | Multiple LEA (School Districts or Charter Schools) | 1 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:

Patterns of Systemic Challenges:

- Need to align curriculum and assessment to the new Pennsylvania Core Standards
- Need for additional focus in writing and science
- Need for additional focus for the at-risk subgroups
- Need for bench marking and diagnostic assessments
- Need for professional development in differentiated instructional strategies
- Lack of technology infrastructure to support student projects, diagnostic testing, integrated technologies into teaching and learning, and global technologies

Patterns of Accomplishment:

- High graduation rates
- High attendance rates
- High test participation rates
- Students are showing academic growth

## District Accomplishments

### Accomplishment #1:

---

Twenty-eight (28) eleventh grade students participated in the PSAT. Bermudian Springs Students scored above state and national averages in all areas in Critical Reading, Math, and Writing. Bermudian Springs School District scored above the National Average for being on track for College and Career Ready. In critical reading, the students scored above the state and national average in 5 of 5 skill areas. In math, BSHS students scored above the state level in 9 of 9 areas an increase of 3 from last year, as well as above national averages in 8 of 9 areas, an increase of 3 from last year. In writing, the students scored above state and national averages in 4 of the 5 areas, also an increase of 3 from previous year.

#### **Accomplishment #2:**

During the 2012-2013 school year, a total of seventy-four (74) BSHS students were administered the Scholastic Aptitude Test (SAT). The average scores were: 507.7 (Mathematics), 478.7 (Reading), 478.6 (Writing) for a total average score of 1465.1, an increase of 29.3 points from last year. Students increased an average of 15.5 points in writing as compared to 2013, but demonstrated a decrease of 18.1 points in reading. Bermudian students also demonstrated an increase an average of 31.8 points in math over last year. Students scored higher than national and state averages in the math.

#### **Accomplishment #3:**

During the 2012-2013 school year the district offered College in the High School courses in Pre-Calculus, History, English, and Health. Sixty-two (62) students participated in the respective programs. This was an increase of eleven (11) students from last year. Fifty-one (51) or 83% of the students were eligible for college credit.

#### **Accomplishment #4:**

Bermudian Springs Elementary School met Adequate Yearly Progress (AYP) for EIGHT consecutive years and in 2012, the elementary school met 17 out of 17 targets. The middle school met 20 out of 21 targets but did not meet targets for the special education sub-group in reading and is in AYP School Improvement I status.

#### **Accomplishment #5:**

Elementary School: Due to the success of the Extended Day Kindergarten program, the school added full-day kindergarten beginning the 2013-2014 school year

#### **Accomplishment #6:**

Elementary School: All third grade teachers, with the exception of one, have individually averaged over the State performance targets in math over the last four years and all fourth grade teachers have individually averaged above the State performance targets in math over the last four years



**Accomplishment #7:**

Keystone Exam Data for Bermudian Springs Middle School: With the exception of one cyber schooled student, all 8th grade students completing Algebra I at the MS scored advanced or proficient on the Spring 2013 Keystone exam.

**Accomplishment #8:**

Elementary School: Flexible reading intervention groups were developed at 3rd and 4th grade using data from 4Sight, PSSA, and Fountas and Pinnell, that are taught by regular ed. teachers, reading specialists, special teachers, IST and gifted.

**Accomplishment #9:**

According to our most recent PVAAS data for Bermudian Springs Middle School:

Many of our students are making a year's worth of growth in many of the areas in reading and mathematics. In reading overall we met the standard for growth in 8th grade and exceeded in 6th and 7th grade. In grades 6, 7 and 8 we met or exceeded the PA standard for academic growth in all proficiency levels on the reading PSSA. In mathematics overall BSMS met the standard for academic growth in grades 5 and 8 and there was moderate evidence we exceeded the standard for growth in grades 6 and 7. Bermudian Springs Middle School grades 5-8 met or exceeded the PA standard for academic growth in all proficiency levels on the PSSA.

**Accomplishment #10:**

Middle School PSSA Data:

In Language Arts, our 8th grade students had the highest percentage of advanced students on the 2012 and 2013 PSSA in the district. On the 2013 PSSA, there were 51% of the students advanced and in 2012 there were 49% advanced. The 8th grade cohort in 2013 had only 17% advanced when they were in 3rd grade but ended with 51% being advanced in 8th grade. The 8th grade cohort of students in 2012 had 20.2% advanced when they were in 3rd grade but ended up with 49% of students being advanced in 8th grade.

In Mathematics, our 7th graders had the highest percentage of advanced students on the 2013 administration of the PSSA in the district with 59.7% performing in the advanced category. On the 2012 PSSA, our sixth graders had the most advanced students of any grade assessed with 59% of the students performing in the advanced category.

**Accomplishment #11:**

In 2015 65 high school students participated in the PSAT and these students scored significantly above state and national averages.

**Accomplishment #12:**

During the 2014-15 school year students in grades 3-8 were tested in math and reading. Bermudian Springs students scored above the state level in ELA in all grades 3-8. Bermudian Springs students scored above the state level in math in grades 3-7.

**Accomplishment #13:**

---

During the 2014-15 school year keystone exam proficiency scores were as follows: math 73% (PA 64%), literature 77% (PA 73%), and biology 56% (PA 59%).

**Accomplishment #14:**

---

During the 2015-16 school year BSHS had only 1 student dropout, which is the lowest in the last 16 years.

**Accomplishment #15:**

---

In the 15/16 school year 86 students took College in the High School classes through HACC. Eighty one students or 94% received college credit.

**Accomplishment #16:**

---

- Technology infrastructure has been greatly updated and a "One to World" initiative to increase the presence of technology has been created. All teachers have been supplied with Macbooks, and all students will be receiving iPad mini's in grades 5-12 on a year by year rollout beginning in 2016-17.

**District Concerns****Concern #1:**

---

- Growth in PSSA scores have flat lined with additional identified areas of need targeted to the Special Education population and concern with the alignment of instruction and assessment to the new Pennsylvania Core standards

**Concern #2:**

---

- Need for professional development in differentiated instructional strategies

**Concern #3:**

---

- Writing and science content areas are emerging as needs as identified on PSSA, Keystone, PSAT, SAT, and writing assessments in tested grades.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Aligned Concerns:**

- Growth in PSSA scores have flat lined with additional identified areas of need targeted to the Special Education population and concern with the alignment of instruction and assessment to the new Pennsylvania Core standards
- 
- Need for professional development in differentiated instructional strategies
- 
- Writing and science content areas are emerging as needs as identified on PSSA, Keystone, PSAT, SAT, and writing assessments in tested grades.

# District Level Plan

---

## Action Plans

**Goal #1:** Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

### Indicators of Effectiveness:

Type: Annual

Data Source: PSSA Writing test, Renaissance Learning, CDT's, Edmentum, Local Based Assessments

Specific Targets: Increase in writing scores on PSSA exams, PSAT, and SAT, as well as short answer responses on PSSA exams.

### *Strategies:*

#### *Alignment of Curriculum to the Pennsylvania Core standards*

##### **Description:**

An integral part of evaluating student academic achievement is determining if what we are teaching is aligned with the Pennsylvania Academic and new Pennsylvania Core standards. To ensure our students are being provided the content, we are undergoing a complete evaluation and revision of our English/Language Arts (ELA), biology, and mathematics curriculum and aligning them to the Pennsylvania Core Standards. In addition, we are integrating the ELA in science, social studies and technical subjects.

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

## *Professional Learning Plans*

### **Description:**

Teachers through their reflective practice will identify with assistance of building administration to focus on areas of needs and support their learning goals with data.

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

## *Meeting the Diverse Needs of Learners*

### **Description:**

Teachers will work in collaboration with learning support teachers and school nurse to better understand the learning needs of students. Teachers will also use, through our SIS, data to review scores, history, needs, etc.

**SAS Alignment:** Safe and Supportive Schools

## *Implementation Steps:*

### *Common Assessment Development*

#### **Description:**

Our teachers have begun developing common assessments for mathematics classes beginning the 2012-2013 school year. They have are pre testing and post testing using similar assessments. In addition, the middle and high schools have been using the CDT's and other research-based diagnostic testing. The teachers will use this data, as well as PVAAS data to create common assessments common assessments aligned with the revised mathematics curriculum frameworks over the next two years. Mathematics teachers have been informed of the need to assess our students using similar tools to measure academic growth and achievement. Currently, in grades kindergarten through sixth, we utilize the Everyday Math program as our main delivery method of the math standards. Everyday Math has common assessments embedded in the program. Our teachers will use common assessments and will collaborate to determine student weaknesses throughout each marking period as well as collaborate during district data days and professional development days to monitor progress. In addition, the elementary school has created guided math groups and the high school has added Keystone Prep courses and have developed Keystone Exam modules. Through these interventions, the teachers are expected to collaboratively determine how

the concepts can be taught differently so that the weak areas are addressed. Common assessments will provide a measure of student growth and development over time. Teachers will be expected to self reflect to determine how best to meet the needs of their students. Although the primary focus has been on math, teachers in English Language Arts, and biology have begun this process utilizing PVAAS, Performance Tracker, and Pennsylvania Standards Aligned System.

**Start Date:** 8/28/2012    **End Date:** 6/30/2015

**Program Area(s):**

**Supported Strategies:**

- Alignment of Curriculum to the Pennsylvania Core standards

### *Curriculum Revision Process*

**Description:**

The district has begun the process of aligning our English/Language Arts, math, and biology curriculum to the new Pennsylvania Core Standards. A core curriculum team was established to meet and debrief (progress monitoring) on the curriculum revision process to create local curriculum frameworks. The core team members are part of teacher teams at the elementary, middle and high schools. This team is responsible for redelivering the process and collaborating with peers on lesson development and alignment of the overall curriculum framework. A timeline was established during the initial year (2012-2013) week long meetings in August and two meetings in September, October and November and one meeting time in January, February, March and April. The core team had opportunities to discuss the framework, obtain feedback from other teachers and revise the frameworks. This initial phase was completed in September of 2013. Building administrators will be responsible for redelivery the new district frameworks to their buildings. Throughout the next couple of years, the teachers will reflect and analyze their lesson plans to include more depth and rigor through professional development opportunities to include but not limited to: Webb's Depth of Knowledge, PDE SAS Literacy Design Collaborative, and PDE SAS voluntary curriculum modules.

**Start Date:** 6/30/2012    **End Date:** 6/30/2015

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

**Supported Strategies:**

- Alignment of Curriculum to the Pennsylvania Core standards

*Language and Literacy Acquisition Skills (k-12)***Description:**

Bermudian Springs School District has established a plan for professional staff k-12 language and literacy professional learning;

k-4: Teachers will continue to use station rotation model with break groups with the Wonders Series. Instructional support will be provided with push in and pull out support from the Reading Specialists. Reading Specialists will receive specialized ongoing training to support teachers and students.

5-8: Teachers will begin to use Collins Writing in classes starting in the 2018 school year. Teachers will also continue to receive support from 2 reading specialists who will co plan and assist teachers with the reluctant reader or those identified as needing additional support.

9-12: ELA teachers will continue to implement reading choice for students to become readers for life.

**Start Date:** 7/1/2018    **End Date:** 6/30/2021

**Program Area(s):****Supported Strategies:**

- Professional Learning Plans

*Meeting the diverse learners in an inclusive setting***Description:**

Bermudian Springs School District is committed to meeting the needs of all diverse in learners;

k-12 Gifted: Teachers are encouraged to attend Gifted Support networking meetings and the Gifted Educator will share the learning with teachers and administrators

EL: Through the support of Title III Funding Bermudian Springs SD was able to add additional teacher support to work with students at the high school level. EL Teachers provide consultation time and presentations to staff to make needed accommodations and modifications in accordance to their WIDA level.

Special Education Students: We are committed to educate students in the Least Restrictive Environment and we are committed to support teachers to continue to develop the skills and strategies to deliver instruction based on the needs of the learners.

Economically Disadvantaged: All students are provided the same and equitable education as their peers. All socio economic information is kept confidential and students and their families are supported through McKinney Vento Act.

Students Experiencing Mental Health Challenges: As a school we will work to educate staff with professional learning and continue with SWPBS and work with school psychologist for behavioral support.

**Start Date:** 6/30/2018    **End Date:** 7/1/2021

**Program Area(s):** Special Education, Student Services

**Supported Strategies:**

- Meeting the Diverse Needs of Learners



# Appendix: Professional Development Implementation Step Details

---

*No Professional Development Implementation Steps have been identified for Bermudian Springs SD.*

# 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 James Lott on 11/22/2017**

---

*Board President*

**Affirmed by Shane Hotchkiss on 11/20/2017**

---

*Superintendent/Chief Executive Officer*

# Special Education Affirmations

---

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

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

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

**Affirmed by James Lott on 11/22/2017**

---

*Board President*

**Affirmed by Shane Hotchkiss on 11/22/2017**

---

*Superintendent/Chief Executive Officer*