

Mount Carmel Area SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

600 W 5th St
Mount Carmel, PA 17851
(570)339-1500
Superintendent: Bernard Stellar
Director of Special Education: Nicole Edmondson

Planning Process

The comprehensive planning process utilizes the administrative meetings to springboard discussion and planning. All stakeholders are present at monthly administrative team meetings, including select board members. The Mount Carmel Area School District Superintendent is the educational leader of our school. The Superintendent organizes the comprehensive planning committee meetings. Specific areas of discussion are assigned to building Principals, Behavior Specialists, Data Team members, Department Heads, Team Leads, Parent Educators, and Social and Health leaders. Comprehensive Planning is an ongoing process of revision and self reflection. The Comprehensive Planning Committee will continue to meet on a regular basis through the life of this plan. The comprehensive planning process of the Mount Carmel Area School District has been a comprehensive process involving many partners who have a shared vision and common goals. This plan is designed to improve coordination and communication within our schools and community. The planning process utilized the defined tools in the plan for data collection. This data was then utilized by all members and sub-committee for generation of each component of the plan.

All members of the comprehensive planning committee have volunteered and are committed to the development implementation, and evaluation of all aspects of the comprehensive plan. All aspects of the comprehensive plan will be presented to the community and approved by the board of education.

The comprehensive planning process demonstrates and overall future oriented vision of what one expects from the education system. The spirit and integrity of the planning process assures access to all learning experiences and success for all students. It assures a realistic process for monitoring implementation of reform activities and incorporates meaningful and active participation by district school board, administration, staff, community, and students in the planning process.

Mission Statement

It is the mission of the Mount Carmel Area Educational Community to create a safe learning environment that nurtures the intellectual, social, emotional, and physical well-being of each child, promoting college and career readiness.

Vision Statement

The vision of the Mount Carmel Area School District is to continuously promote a school climate that encourages the involvement of students, parents, educators, staff, and community members.

The school community will work cooperatively to nurture lifelong learners who can adapt to an ever-changing global society.

This will be achieved through a continual review of our goals in conjunction with the PA Common Core Standards.

As a result, our achievements will foster an innovative instructional environment as we advance towards the demands of the 21st Century.

Shared Values

At Mount Carmel Area School District, we believe the following:

- That quality education should be available to all students.
- Students should be adequately prepared for an ever-changing society.
- In independent thinking and action.
- In responsible citizenship.
- In collaborative partnerships.
- In embracing diversity.
- In maximizing student potential.
- In a flexible and progressive education.

The Mount Carmel Area School District envisions itself as a school that offers:

- A comprehensive curricula which integrates the PA Academic Standards and Anchors.
- Continual upgrading of technological resources for all students.

- Informed data-driven decisions regarding curriculum, teaching strategies and learning.
- Instruction by all highly qualified teachers.
- Professional development that supports academic rigor and best teaching practices.
- A safe and secure school environment that fosters learning and community.
- An inclusive setting that is responsive to the needs of diverse student groups.

Educational Community

The Mount Carmel Area School District is located in rural Northumberland County, PA. It serves a community population of approximately 13,000 people, including Mount Carmel Borough, Mount Carmel Township, Kulpmont Borough, and Marion Heights Borough. The district is classified as a poor and rural community. Approximately 58% of the elementary student population are classified as economically disadvantaged. Approximately 56% of the Jr.-Sr. High School student population are classified as economically disadvantaged. Mount Carmel Area is considered a blue collar community with a high population of senior citizens. Mount Carmel Area Jr.-Sr. High School is composed of approximately 701 students, and the Mount Carmel Area Elementary School is composed of approximately 817 students.

The Mount Carmel Area School District is governed by the Mount Carmel Area School District Board of Directors. The Board consists of nine members who are elected to four year terms. Terms are staggered so that no more than five members are elected every two years. The attorney for the Board and the Board's external auditor are employed on a part-time basis to meet the legal and auditing responsibilities of the Board. The chief executive officer of the school system is the Superintendent who is appointed by the Board.

The school system programs are contained in an elementary school and a Jr.-Sr. High School. The Elementary School is under the supervision of an Elementary Principal and a K-12 Assistant Principal. Grades Pre-K to 6 are enrolled in the elementary. The Jr.-Sr. High School is under the supervision of a High School Principal, a Junior High School Principal, and a K-12 Assistant Principal. Grades 7-12 are enrolled in the Jr.-Sr. High School. At the Mount Carmel Area School District, the High School Principal also serves as the Curriculum Coordinator.

To graduate from the Mount Carmel Area School District each student entering will demonstrate his/her achievement of the knowledge and skills described in the curricula and as defined in the Pennsylvania Common Core Standards. Only credits acquired in grade 9 through 12 are counted for graduation requirements.

Planning Committee

Name	Role
Peter Cheddar	Administrator : Professional Education Special Education
Susan Nestico	Administrator : Professional Education Special Education Schoolwide Plan
Gregory Sacavage	Administrator : Professional Education Special Education
Bernard Stellar	Administrator : Professional Education Special Education

Amanda Stepanaskie	Administrator : Professional Education Schoolwide Plan
Lisa Varano	Administrator : Professional Education Special Education
Jose Gonzalo	Business Representative : Professional Education
Robert Varano	Business Representative : Professional Education
Harry Morgan	Community Representative : Professional Education
Tara Purcell	Community Representative
Edward Stellar	Community Representative : Professional Education Special Education
Katherine Francis	Ed Specialist - Other : Professional Education Schoolwide Plan
Anne Darrup	Ed Specialist - School Counselor : Professional Education
Kerri Molesevich	Ed Specialist - School Counselor : Professional Education
Erica Nestico	Ed Specialist - School Counselor : Professional Education
Carleen Zlockie	Ed Specialist - School Counselor : Professional Education
Kelly Crissman	Ed Specialist - School Psychologist : Professional Education Special Education
Ana Ditchey	Elementary School Teacher - Regular Education : Professional Education
Dorothy Smith	Elementary School Teacher - Regular Education : Professional Education
Cheryl Heyer	Elementary School Teacher - Special Education : Professional Education Special Education
Lisa Smith	High School Teacher - Regular Education : Professional Education Special Education
Andrew Yaracz	High School Teacher - Regular Education : Professional Education
Kelly Domanski	Middle School Teacher - Regular Education : Professional Education
Hannah Monger	Middle School Teacher - Regular Education : Professional Education
Kevin O'Hearn	Parent : Professional Education Schoolwide Plan
Rachel Rempel	Parent : Professional Education Schoolwide Plan
Michele Stellar	Parent : Professional Education Special Education

Nicole Edmondson

Special Education Director/Specialist : Professional
Education Special Education Schoolwide Plan

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies,	Accomplished	Accomplished

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

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

- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

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

Unchecked answers

None.

Middle Level

Checked answers

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

Unchecked answers

None.

High School Level

Checked answers

- 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:

All areas have been re-aligned to the PA Core standards and curricula.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	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.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

The Mount Carmel Area Elementary School has worked to assure all current Elementary curricula are now aligned to PA Common Core Standards. All Objectives, Content, and Assessments are determined based on this alignment. Common Benchmark Assessments for both Reading and Math have been put in place using iReady Online Assessments in all grades K-6.

Curriculum committees will continue to meet and focus on developing common assessments. There are some curricular areas at the middle level that have accomplished this. At the building level, staff members will continue to provide feedback to curricular committees to ensure that we are meeting these goals.

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

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	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.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

The Mount Carmel Area Elementary School has worked to assure all current Elementary curricula are now aligned to PA Common Core Standards. All Objectives, Content, and Assessments are determined based on this alignment. Common Benchmark Assessments for both Reading and Math have been put in place using iReady Online Assessments in all grades K-6.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

The Mount Carmel Area Junior High School has been working for the last few years to align curriculum content to the PA Common Core Standards. All current Junior High curricula are now aligned to PA Common Core Standards. All Objectives, Content, and Assessments are determined based on this alignment. Curriculum Maps are used for all tested subject areas (ELA, Math and Science.) This document is analyzed and reviewed multiple times during the school year. The document is also updated after every CDT and PSSA/Keystone assessment based on results of our students.

Curriculum committees will continue to meet and focus on developing common assessments. There are some curricular areas at the middle level that have accomplished this. At the building level, staff members will continue to provide feedback to curricular committees to ensure that we are meeting these goals.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

The Mount Carmel Area High School has been working for the last few years to align curriculum content to the PA Common Core Standards. All current High School curricula are now aligned to PA Common Core Standards. All Objectives, Content, and Assessments are determined based on this alignment.

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.

The planned course of instruction delivered by the Mount Carmel Area School District contains modifications and accommodations which allow all students to access and master a rigorous PA Common Core aligned curriculum. District teachers monitor academic progress for all students utilizing curriculum based assessments. Students in danger of academic failure are identified for supplemental supports by the classroom teacher. In the elementary school, the Child Study/SAP Team meets to review all academic and behavioral concerns. The team is comprised of grade level team leads, administrators, guidance staff, and behavioral health specialists. Tier 1 and Tier 2 Intervention supports are in place through Multi-Tiered Systems of Support in both academic and behavioral areas. Universal screening for behavioral concerns is conducted across grades K-6 three times per year. Students identified as in need of intensive supports may be referred for Special Education testing, after school tutoring (when available), Tier II behavioral supports such as Check-In/Check-Out (CICO), or outside placements and supports.

Students at the junior high and high school level who are in need of academic modifications and supports are referred to the guidance staff by the classroom teachers. The guidance staff will meet with administration, teachers, parents and students in order to design a plan of academic supports to remediate struggling students. Students identified as in need of intensive supports may be referred for Special Education testing, after school tutoring (when available), or outside placements. Also, there is an activity/intervention period that provides additional academic supports and/or enrichment to all students. Finally, the Jr-Sr. High School has instituted a "REACH" program, which provides multiple tiers of support for students who have academic, social, and behavioral issues.

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
- Instructional Coaches

Unchecked Answers

- Building Supervisors
- Department Supervisors
- Not Reviewed

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

The Mount Carmel Area School District routinely schedules a variety of teacher observation strategies, based on the PA Educator Effectiveness system. Mt. Carmel Area utilizes a Differentiated Supervision Model for all teaching staff. The model includes formal observation, action research (PSSA and Keystone student performance data review) with peer coaching and/or teacher portfolio review.

Walkthrough evaluations are utilized to target instructional goals. In addition, formal evaluations are noted to ensure district instructional strategies are aligned with research based instructional practices. At Mount Carmel Area, we use an Teacher Evaluation Management System, PA-E-TEP, to organize, document, and guide the evaluation process. Teacher observation forms reflect the following components:

1. Teaching to objectives that are aligned with the PA Common Core standards.
2. Making sure that lesson design incorporates an appropriate level of rigor. Instruction that is too rigorous leads to frustration and discouragement on the part of students. Instruction that is not rigorous enough results in little or no learning.
3. Focusing teaching based on the learning needs of each student. These needs are those identified through evaluation of student achievement against the standards.
4. Implementing instructional strategies that 'scaffold' by building on each other to help students achieve the standards.

The PDE 82-1 evaluation form is used for all teachers at the mid year and end of year reporting time frame.

The PDE 82-1 is used for all Level 2 teachers at the end of year reporting time frame.

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

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

Mount Carmel Area Junior High has developed a Differentiated Supervision Plan to promote professional growth, which positively affects higher student achievement and insures the continued employment of quality staff. The Pennsylvania Department of Education (PDE) has developed Professional Development evaluation forms based on the work of Charlotte Danielson. We are adopting the Differentiated Supervision Plan to align with the PDE evaluation forms (82-1.) This process is a collaborative, ongoing effort of Professional Development. This plan is an efficient method of documenting successes. It provides an opportunity for reflection and dialogue among colleagues in order to promote improved teacher performance and subsequently student achievement.

High School Level

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

Recruitment

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

The Mount Carmel Area School District is committed to recruiting and assigning the most effective and highly qualified teachers. The District utilizes Stronge's Teacher Quality Index (TQI) when screening applicants. The hiring process for advertised positions employs the following steps:

1. The District advertises the position(s) on the District Web Site, on the PSBA website, and in the local newspaper.
2. Administrative team reviews the applications and credentials of interested candidates.
3. Candidates are prioritized based on application and credentials.
4. Interviews are set with the selection committee.
5. Candidates are rated based on their credentials, interview presentation, letters of reference, knowledge of the PA Common Core Curriculum.

The administrative team makes every attempt to hire highly qualified individuals who will assume the teaching responsibilities with enthusiasm.

The administrative team evaluates current teachers using a variety of teacher evaluation tools based on the PA Educator Effectiveness model. At the end of each year, the team sits to review teacher placement for the following school year. Teachers are placed in positions that will best meet the needs of individual students.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses			
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	3.00	3.00	3.00
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	4.00	4.00	4.00
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

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X				
Career Education and Work		X				
Civics and Government		X				
PA Core Standards: English Language Arts		X		X		
PA Core Standards: Literacy in		X				

History/Social Studies, Science and Technical Subjects						
PA Core Standards: Mathematics		X		X		
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X		X		
World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA	X	X	X	
Keystone Exams			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS	X	X		
CDT		X	X	X
iReady Diagnostic - Mathematics and Reading	X	X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Curriculum Based Assessments	X	X	X	X
iReady Growth Monitoring - Mathematics and Reading	X	X	X	
CDT		X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT		X	X	X
iReady Diagnostic - Mathematics and Reading	X	X	X	
DIBELS	X	X		

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Building-level and district-level supervisors, as well as department heads and team leads, ensure that teachers develop multiple and varied standards-aligned assessments of student learning. Assessments are routinely aligned with PA Core Standards.

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.

Building-level and district-level supervisors, as well as department heads and team leads, ensure that teachers develop multiple and varied standards-aligned assessments of student learning. Assessments are routinely aligned with PA Core Standards.

Collection and Dissemination

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

Each building's data team meets to collect, analyze, and disseminate assessment data from Emetric, iReady, and PVAAS. They analyze each standard for proficiency and growth, and share those results with grade-level and/or department members at grade-level and department meetings to inform instruction. A building level administrator is present at those meetings.

Data Informed Instruction

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

If the data show that all students are not demonstrating proficiency for a specific standard, then curriculum and/or instruction is examined to address those shortcomings. If

individual students are not demonstrating proficiency, differentiated instruction techniques are employed and, if need be, remediation takes place. Likewise, adaptive instructional methodologies are utilized to enrich students who have achieved proficiency or mastery.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

The district uses assessment results reported out by assessment anchor or standards-aligned learning objective via its data team. The data team members provides feedback to department heads and grade-level team leaders.

The district identifies instructional practices that are linked to student success in mastering specific assessment anchors, eligible content, or standards-aligned learning objectives via its data team and administration. The data team and administration provide feedback to department heads and team leads, who then disseminate that information to individual teachers, who then adjust instructional methods and flexible grouping strategies accordingly.

The district modifies or adapts instructional practices to increase student mastery via its data team and administration. The data team and administration provide feedback to department heads and team leads, who then disseminate that information to individual teachers, who then modify or adapt instructional practices accordingly.

Specific assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery via the data team, administration, department heads, and team leads, who then work with individual teachers to help collaboratively create and/or identify instructional strategies likely to increase mastery.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The Mount Carmel Area School District uses all methods listed above to distribute information about summative assessments to the public.

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.

The Mount Carmel Area School District has instituted a Positive School-Wide Behavior Plan at all levels to address students discipline to minimize its negative impact on student achievement.

The Mount Carmel Area School District utilizes School-Based Behavioral Health teams at all levels to help students with significant behavioral issues.

Programs, Strategies and Actions

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

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

N/A

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.)

Screening tools have been put into place in the primary grades to identify students who may qualify for gifted placement. Screening devices include group ability testing with the Otis Lennon School Ability Test (given in Kindergarten, First or Second grade – preferably First grade). Academic achievement screening tools such as the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and iReady Diagnostic Assessments in Reading and Mathematics are given to all Kindergarten, First, Second, and Third grade students. If a student scores in the superior range on the group administered intelligence test and performance on academic measures are commensurate as well, they are referred to the guidance counselor for further screening with a brief intelligence assessment (such as the KBIT). If the student scores within the upper extreme on this assessment, they are formally referred for a full multidisciplinary evaluation with the school psychologist.

Nominations or referrals for gifted testing can be made by a teacher, parent or anyone from the school district with evidence pertaining to the child's ability and achievement.

The multidisciplinary evaluation includes:

- Rating Scales (such as the "gifted rating scale" GRS) where the rater is asked to compare the child to a list of characteristics typically associated with gifted students.

- Formal Observations – A formal observation in the classroom to gather more information on student performance.
- Input from past teachers and current teachers
- Input from parents or guardians of the child
- A review of record including past grades and standardized testing scores
- An interview with the student to discuss interests and goals
- A review of classroom work samples
- Individualized intelligence testing with the school psychologist
- Individualized academic achievement testing with the school psychologist

After the school psychologist completes the gifted evaluation, the following criteria should be met in order to qualify for gifted programming:

According to the state standards and regulations, to qualify as a Mentally Gifted student, a student must possess:

- Outstanding intellectual and creative ability, the development of which requires special services and programs not ordinarily provided in the regular education program.
- The term includes a person who has an IQ of 130 or higher and when multiple criteria as set forth in the department guidelines indicate gifted ability.
- Determination of gifted ability will not be based on IQ score alone.
- A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability.

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

Screening tools have been put into place in the primary grades to identify students who may qualify for gifted placement. Screening devices include group ability testing with the Otis Lennon School Ability Test (given in Kindergarten, First or Second grade – preferably First grade). Academic achievement screening tools such as the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and iReady Diagnostic Assessments in Reading and Mathematics are given to all Kindergarten, First, Second, and Third grade students. If a student scores in the superior range on the group administered intelligence test and performance on academic measures are commensurate as well, they are referred to the guidance counselor for further screening with a brief intelligence assessment (such as the KBIT). If the student scores within the upper extreme on this assessment, they are formally referred for a full multidisciplinary evaluation with the school psychologist.

Nominations or referrals for gifted testing can be made by a teacher, parent or anyone from the school district with evidence pertaining to the child’s ability and achievement.

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

The multidisciplinary evaluation includes:

- Rating Scales (such as the "gifted rating scale" GRS) where the rater is asked to compare the child to a list of characteristics typically associated with gifted students.
- Formal Observations – A formal observation in the classroom to gather more information on student performance.
- Input from past teachers and current teachers
- Input from parents or guardians of the child
- A review of record including past grades and standardized testing scores
- An interview with the student to discuss interests and goals
- A review of classroom work samples
- Individualized intelligence testing with the school psychologist
- Individualized academic achievement testing with the school psychologist

After the school psychologist completes the gifted evaluation, the following criteria should be met in order to qualify for gifted programming:

According to the state standards and regulations, to qualify as a Mentally Gifted student, a student must possess:

- Outstanding intellectual and creative ability, the development of which requires special services and programs not ordinarily provided in the regular education program.
- The term includes a person who has an IQ of 130 or higher and when multiple criteria as set forth in the department guidelines indicate gifted ability.
- Determination of gifted ability will not be based on IQ score alone.
- A person with an IQ score lower than 130 may be admitted to gifted programs when other educational criteria in the profile of the person strongly indicate gifted ability.

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.

According to state standards and regulations each student identified as "Mentally Gifted" is provided with an Individualized Education Program. Within this Individualized Education Program opportunities for acceleration and enrichment are carefully planned and executed based on the individual needs of the student. A full range of the district curriculum is

available for acceleration purposed where appropriate. In addition college level courses are available to schedule through Luzerne County Community College and Bloomsburg University ACE program.

Developmental Services

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

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

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

Explanation of diagnostic, intervention and referral services:

The Mount Carmel Area School District provides diagnostic, intervention and referral services beginning in Pre K and continuing through graduation. Building Principals and Guidance Staff lead Child Study team meetings in order to identify students for related support services. The district works closely with the CSIU 16, Northumberland County Mental Health, United Way, and Northumberland County Children & Youth. Individual and Group Counseling is available within the district and a referral process exists for outside services.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	ML	HS
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	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	E EI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X

Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

Departments, data teams, and grade levels meet bi-weekly or monthly to provide interventions regarding differing student needs and academic progress.

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

I. The Mount Carmel Area School District works with all local entities to coordinate transition to Pre-K and/or Kindergarten.

II. Title I funds and Project T. I. E. S. provide after school and tutoring programs.

III. Project T. I. E. S. and Central Susquehanna Opportunities provide youth workforce development services to our students.

IV. The Mount Carmel Area School District has researched and created an After School Program (in conjunction with the Susquehanna Valley United Way.) The program is open to students in grades 5 to 8. The program is fully funded by the Susquehanna Valley United Way (\$10,000 per year) and enrolls up to 30 students per year. The goal of the program is to enroll students that meet the following characteristics:

* Academic difficulties

* Attendance issues

* Not involved in extra curricular activities

V. Tutoring opportunities is available for students in grades 7 to 12 from 2:20pm to 3:00pm daily.

Preschool Agency Coordination

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

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

The Mount Carmel Area School District has established a Memorandum of Understanding with Northumberland County Head Start programming to facilitate seamless transition for children and coordinate services where appropriate.

The Mount Carmel Area School District coordinates with Early Intervention to develop I. E. P.'s based on the needs identified while in Early Intervention.

Pre-K Counts classroom addresses the needs of disabled children and assists in transition to Kindergarten and the development of an I. E. P.

The Mount Carmel Area School District works with all local entities to coordinate transition to Pre-K and/or Kindergarten, including the United Way.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The Mount Carmel Area School District Board of Education in cooperation with the Mount Carmel Area Administrative staff, value the importance of high quality instructional materials. The administrative staff guides teachers, team leads, and department heads in the materials selection process. All materials selected are aligned and supportive of PA Common Core standards and PA Common Core Curriculum.

The School Board shall, by an affirmative vote of a majority of the full Board, adopt all textbooks used for instruction in the district's educational program. The Board shall establish a planned cycle of textbook review and replacement.

Textbooks

shall be defined as the books, **in print or digital format**, used as the basic source of information in the planned instruction.

Delegation of Responsibility

The Superintendent, **after consultation with administrative and professional staff,**

shall be responsible for the selection and recommendation of textbooks for Board consideration. No adoption or change of textbooks shall be made without the Superintendent's recommendation, except by a two-thirds vote of the Board.

The Superintendent or designee shall establish administrative regulations for reviewing, evaluating and selecting textbooks.

A list of all approved textbooks used in district schools shall be maintained by the Superintendent or designee and shall be available to Board members, district staff, students, parents/guardians and community members.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The Mount Carmel Area School District Board of Education in cooperation with the Mount Carmel Area Administrative staff, value the importance of high quality instructional materials. The administrative staff guides teachers and team leads in the materials selection process. All materials selected are aligned and supportive of PA Common Core standards and PA Common Core Curriculum.

The School Board shall, by an affirmative vote of a majority of the full Board, adopt all textbooks used for instruction in the district's educational program. The Board shall establish a planned cycle of textbook review and replacement.

Textbooks

shall be defined as the books, **in print or digital format**, used as the basic source of information in the planned instruction.

Delegation of Responsibility

The Superintendent, **after consultation with administrative and professional staff,**

shall be responsible for the selection and recommendation of textbooks for Board consideration. No adoption or change of textbooks shall be made without the Superintendent's recommendation, except by a two-thirds vote of the Board.

The Superintendent or designee shall establish administrative regulations for reviewing, evaluating and selecting textbooks.

A list of all approved textbooks used in district schools shall be maintained by the Superintendent or designee and shall be available to Board members, district staff, students, parents/guardians and community members.

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

Provide explanation for processes used to ensure Accomplishment.

The Mount Carmel Area School District Board of Education in cooperation with the Mount Carmel Area Administrative staff, value the importance of high quality instructional

materials. The administrative staff guides teachers, team leads, and department heads in the materials selection process. All materials selected are aligned and supportive of PA Common Core standards and PA Common Core Curriculum.

The School Board shall, by an affirmative vote of a majority of the full Board, adopt all textbooks used for instruction in the district's educational program. The Board shall establish a planned cycle of textbook review and replacement.

Textbooks

shall be defined as the books, **in print or digital format**, used as the basic source of information in the planned instruction.

Delegation of Responsibility

The Superintendent, **after consultation with administrative and professional staff,**

shall be responsible for the selection and recommendation of textbooks for Board consideration. No adoption or change of textbooks shall be made without the Superintendent's recommendation, except by a two-thirds vote of the Board.

The Superintendent or designee shall establish administrative regulations for reviewing, evaluating and selecting textbooks.

A list of all approved textbooks used in district schools shall be maintained by the Superintendent or designee and shall be available to Board members, district staff, students, parents/guardians and community members.

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

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished

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

Provide explanation for processes used to ensure Accomplishment.

The Mount Carmel Area School District Board of Education in cooperation with the Mount Carmel Area Administrative staff, value the importance of high quality instructional materials. The administrative staff guides teachers, team leads, and department heads in the materials selection process. All materials selected are aligned and supportive of PA Common Core standards and PA Common Core Curriculum.

The School Board shall, by an affirmative vote of a majority of the full Board, adopt all textbooks used for instruction in the district's educational program. The Board shall establish a planned cycle of textbook review and replacement.

Textbooks

shall be defined as the books, **in print or digital format**, used as the basic source of information in the planned instruction.

Delegation of Responsibility

The Superintendent, **after consultation with administrative and professional staff,**

shall be responsible for the selection and recommendation of textbooks for Board consideration. No adoption or change of textbooks shall be made without the Superintendent's recommendation, except by a two-thirds vote of the Board.

The Superintendent or designee shall establish administrative regulations for reviewing, evaluating and selecting textbooks.

A list of all approved textbooks used in district schools shall be maintained by the Superintendent or designee and shall be available to Board members, district staff, students, parents/guardians and community members.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
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	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

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

	Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
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	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in

	50% or more of district classrooms
--	------------------------------------

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	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	Full Implementation
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	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
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	Full Implementation
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	Full Implementation
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in

	50% or more of district classrooms
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	X	X	X	X

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

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

The Mount Carmel Area School District provides professionals with pertinent, data-driven professional development activities. Administration and faculty analyze district data and design professional development to address weaknesses in curriculum and/or instruction, leadership skills, and research-based strategies.

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

N/A

Professional Development

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
9/26/2016 Training with University of Pittsburgh
The LEA plans to conduct the required training on approximately:
2/14/2020 Training with University of Pittsburgh

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

Questions
The LEA has conducted the training on:
8/24/2017 Suicide Awareness and Training

9/26/2016 Suicide Awareness and Training
The LEA plans to conduct the training on approximately:
8/22/2022 Suicide Awareness and Training

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.

This section was not answered.

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

None.

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

The Mount Carmel Area School District provides plans all Professional Development activities based on teacher need and PDE initiatives. The district works closely with PSEA in order to ensure all staff members are provided with activities based on evaluation, assessment data, and teacher best practice.

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

N/A

Induction Program

Checked answers

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

Unchecked answers

None.

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

Major Activities

1. The new teacher will attend a district orientation program in August to become familiar with basic district and building policies, goals, programs, the strategic plan, etc..
2. Mentors and new teachers will meet bi-weekly. By June 1st induction forms must be turned into the induction coordinator.
3. Inductees will complete a Needs Assessment Checklist to be reviewed by the Induction

Committee.

4. Beginning teachers and support mentor teachers are required to keep individual informed logs concerning conferences, meetings, observations, inductee needs assessment, and other activities related to the Teacher Induction Program.

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

This narrative is empty.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- 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 Mount Carmel Area School District has a 3 year Induction plan which ensures all components are implemented to ensure successful completion of the Plan.

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.

Selection Criteria

1. Minimum of five years of experience in the district.
2. Minimum of Instructional II Certificate.
3. Demonstrate competence in instruction, planning and classroom management.
4. Have the respect of fellow professionals.
5. Positive attitude toward the teaching profession and toward the school district.
6. Subject area and/or grade level appropriate to beginner teacher's level.
7. Willing to serve.

Selection Procedure

1. All district teachers are invited to submit names to the Superintendent based on the selection criteria. A list (in rank order) will be drawn up based on the teachers who are most often recommended by their peers.
2. Building principals shall also submit a list of nominees to the Superintendent.
3. Any names not appearing on both lists will be eliminated.
4. Remaining nominees shall be matched by the Superintendent with beginning teachers according to their grade and/or subject area.
5. If a selected teacher declines, the next person on the list will be invited.

Responsibilities of Mentor

Chapter 49 requires that there be a mentor relationship between the inductee and the induction team. The induction council should determine the criteria for selection of mentors.

1. Similar certification and assignment.
2. Outstanding work performance.
3. Models continuous learning and reflection.
4. Knowledge of district/school policies, procedures and resources.
5. Ability to work with students and other adults.
6. Willingness to accept additional responsibility.
7. Mentor training or previous experience.
8. Compatible schedules so the mentor and inductee can meet regularly.

Specific mentor responsibilities may include:

1. Facilitate a good start to the year.
2. Meet with the inductee regularly.
3. Model good instructional practices.
4. Observe suggestions for improvement.
5. Provide professional and personal support.
6. Maintain a confidential relationship with the inductee.
7. Serve as a liaison.

Properly selected and trained mentors are critical to success of the induction plan. Therefore, mentors should have the opportunity to meet with other mentors to discuss mentoring issues and receive training in :

1. The purpose of the induction program and the role of the mentor.
2. Communication skills.
3. Listening skills.
4. Coaching and conferencing skills.
5. Effective teaching/specialist skills.
6. Problem solving.
7. Knowledge of adult learning and development.

Being a mentor is an honor and an opportunity for teacher/specialist leadership and an opportunity for mentors to refine their skills and professional growth. However, it is also a demanding responsibility and rewards may include release time, stipends, extra compensation, tuition wavers, etc.

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

This narrative is empty.

Induction Program Timeline

Topics	Aug- Sep	Oct- Nov	Dec- Jan	Feb- Mar	Apr- May	Jun- Jul
--------	-------------	-------------	-------------	-------------	-------------	-------------

Code of Professional Practice and Conduct for Educators	X					
Assessments	X					
Best Instructional Practices	X					
Safe and Supportive Schools	X					
Standards	X		X			X
Curriculum	X		X			X
Instruction	X					
Accommodations and Adaptations for diverse learners	X					
Data informed decision making	X					
Materials and Resources for Instruction	X		X			X

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Mount Carmel Area School District Superintendent oversees the Induction Program for all newly hired teachers. The initial meeting is held prior to the start of the school year.

Purpose of the Induction Plan

The purpose of the plan is to provide support for the beginning teacher in the Mount Carmel Area School District and to help insure an orderly and successful passage of the teacher through the first year of teaching in the District utilizing the district goals. A positive attitude must prevail and the process must be viewed as a process of effective human interaction.

Goals and Competencies

1. To institute an induction plan and program that meets the state requirements and the needs of all staff involved.
2. To accomplish goals, objectives, and competencies for the induction program.
3. To determine the needs of the inductees utilizing the Inductee Needs Assessment Tool.
4. To successfully plan, implement, oversee, and evaluate the program.

Objectives

1. To provide for the beginning teacher peer support and a model of a successful and experienced professional development.
2. To provide for the growth of each teacher with his or her present phase of development and toward the next phase.
3. To help the beginning teacher improve teaching skills and performance.
4. To help the beginning teacher improve classroom management skills.
5. To help the beginning teacher assess his/her professional development without penalty.
6. To build an awareness of district expectations in the following areas: Students' individual abilities recognition, discipline/behavior management strategies, record keeping, acquisition of materials and supplies, procedures for grading students, procedures and responsibilities for special education students, an awareness of district and building policies and procedures affecting employees, professional growth and development, Act 48 updates, awareness of the state standards, administration of the PSSA tests, ESL components, gifted programming, progress monitoring, response to intervention, student portfolios, No Child Left Behind Policies and Procedures, crisis management, teacher portfolios, an understanding of new teacher evaluation tools and application of lesson plan format aligned with state standards.

Monitoring and evaluation of the Induction Program

Monitoring and evaluation of the induction program will be conducted by the district induction team at the end of each year.

All members of the building induction team shall submit required forms, checklists, and evaluation sheets, as directed.

The Superintendent or her designee shall recommend program revision as agreed upon by the district induction team.

Maintaining Records

Beginning teachers and support mentor teachers are required to keep individual informed logs concerning conferences, meetings, observations, inductee needs assessment, and other activities related to the Teacher Induction Program.

After submission, all evaluation forms, checklists, etc. will be placed in district files.

The Superintendent will submit the required form to the Department of Education at the end of each school year

Recording Process

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

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

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **339**

Identification Method

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

The Mount Carmel Area School District utilizes the discrepancy model to identify students with specific learning disabilities in all buildings.

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 Bureau of Special Education's criteria for discrepancy of data enrollment is 10% above or below the State data. By using this measure, according to the 2018-2019 PennData Report, Mount Carmel Area is showing discrepancies in the areas of Emotional Disturbance, Intellectual Disability (Mental Retardation), Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment. Please see table below.

2018-2019 Percent of Special Education Enrollment by Disability

Disability	LEA	State	Discrepancy
Emotional Disturbance	7.7%	8.5%	-0.8%
Intellectual Disability	8.3%	6.3%	+2%
Other Health Impairment	11.2%	16.4%	-5.2%
Specific Learning Disability	52.5%	40.6%	+11.9%
Speech or Language Impairment	7.7%	14.3%	-6.6%
Autism	10.9%	11.3%	-0.4%

Students identified as having an Emotional Disturbance are slightly lower (-0.14%) than the state average. This is reflective of our relatively small population within the Mount Carmel Area School District. The district feels we are appropriately identifying students within this category.

In addition, our small population may be the cause of the higher than state average percentage of students identified as having an Intellectual Disability. Mount Carmel Area has reviewed our evaluation process and believes that we are identifying students in this category appropriately. The district uses up to date cognitive and academic assessments, as well as observation and a review of academic and medical records (when appropriate and/or provided).

Mount Carmel Area has also seen an increase in the amount of students moving into the district, both from in-state and out-of-state, in the recent years that were already identified. This attributed to an increase in percentages due to our small population.

Both Other Health Impairment and Speech or Language Impairment are below the State level. Mount Carmel area does identify students in both categories, however the disabilities are typically a secondary or tertiary disability.

In order to address the enrollment differences, in the area of Specific Learning Disability especially, the district has a pre-referral process (Child Study Team) in the elementary building which is based upon a multi-tiered system of support tailored to the unique needs of students. Interventions are used to provide increased or intensive supports to struggling students prior to making a referral for special education evaluations. In addition, the district

has implemented a co-teaching model at the primary level (K-2) in order to provide more supports within the regular education setting and therefore attempt to decrease the amount of referrals in those primary grades.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The Mount Carmel Area School District is not a host to any facilities which require obligations under Section 1306 of the Public School Code.

If such a facility would open within the Mount Carmel Area School District, the district would be responsible for educating those students as deemed appropriate for the students. A plan will be developed in conjunction with the Central Susquehanna Intermediate Unit, if further support is deemed necessary, in order to assure FAPE and LRE. Each case would be reviewed individually and the IEP team would first consider education in the public school, including transportation to the district, and then back to the residential facility, to participate in education and any desired extra-curricular activity and field trip, with appropriate supports and services as deemed appropriate. If there is a court order or medical mandate stating that the student cannot leave the facility's campus, would the student be educated at the facility. If this should happen, those students who cannot attend the district buildings would be provided with educational services according to their IEPs at the facility. Additionally, the district recognized that students in residential facilities/ institutions within the district boundaries may arrive already identified. The host district will obtain and follow the student's current IEP from the district of residence, conduct reevaluations according to timelines, and keep the district of residence informed of the student's status.

The District does not anticipate any barriers to meeting its obligations under Section 1306 of the School Code. Central Susquehanna Intermediate Unit provides coordination services and varied educational opportunities that are likely to meet any needs that cannot be met in the public school.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified,

evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The CSIU#16 oversees the location, identification, evaluation, and when deemed eligible, a free appropriate public education of district students who are incarcerated.

When a district student is incarcerated, the Mount Carmel Area School District is notified by the Northumberland County Court or the Mount Carmel Area District office. The Mount Carmel Area School District notifies the Central Susquehanna Intermediate Unit #16 if the incarcerated student requires special education services. The Central Susquehanna Intermediate Unit #16, Shamokin Area School District (host district), and the Mount Carmel Area School District will collaborate on a regular basis to ensure that special education programming is meeting the student's individual needs.

Should such a facility be opened within our district boundaries, the Mount Carmel Area would establish procedures and develop program options, in partnership with the Central Susquehanna Intermediate Unit, to assure that students in that facility receive a FAPE while incarcerated. This will include eligible students that are charged with a criminal offense and awaiting trial, and after conviction of a criminal offense. The District will have the responsibility to adopt and use a system that complies with Chapter 14, in that it will locate, identify, and then provided FAPE to the eligible students. A notice will be sent to the warden or head of the facility to outline this process and the District's responsibility. Additionally, the PennData database can be used in order to determine if a school-age inmate was previously identified as eligible for special education.

Least Restrictive Environment

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

Children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are non-disabled.

Special classes or separate schooling of children with disabilities occurs only if the nature of severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved. The Mount Carmel Area School District is committed to educating all students with non disabled peers to the maximum extent appropriate.

The following supplementary aids and services are used within the district to ensure that students are educated in the least restrictive environment:

Collaborative-

Adults working together to support students

- Scheduled time for common planning and team meetings
- Instructional arrangements that support collaboration (e.g., co-teaching, paraprofessional support)
- Professional development related to collaboration
- Guided support for team members in the use of assistive technology for individual students
- Scheduled opportunities for parental collaboration

Instructional -

Development and delivery of instruction that addresses diverse learning needs

- Providing modified curricular goals
- Providing alternate ways for students to demonstrate learning
- Providing test modification
- Providing alternate materials and/or assistive technology
- Providing instruction on functional skills in the context of the typical routines in the general classroom
- Changing method of presentation
- Providing research-based supplementary materials
- Providing instructional adaptations (e.g., preteaching, repeating directions, extra examples and nonexamples)

Physical -

Adaptations and modifications to the physical environment

- Furniture arrangement in environments
- Specific seating arrangements
- Individualized desk, chair, etc.
- Adaptive equipment
- Adjustments to sensory input (e.g., light, sound)
- Structural Aids (e.g., wheelchair accessibility, trays, grab bars)

Social-Behavioral -

Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior

- Social skills instruction
- Counseling supports
- Peer supports
- Individualized behavior support plans
- Modification of rules and expectations
- On premises School Based Behavioral Health team

Programs and Initiatives Currently Used By Mount Carmel Area School District:

The Child Study Team concept and Response to Intervention are cornerstone to the success of providing a continuum of supports/services and education placement options. The CSIU has been training, coaching, and collaborating with the District as part of the Child Study Team, Autism Initiative, and Co-teaching models. PaTTAN is providing training, consultation, and technical assistance for the Autism Initiative that the District is participating in the Elementary and Secondary School levels. Autism Initiative program training, site visits, coaching, and collaboration is part of this program. The District has adopted effective practices to support students with disabilities in the general education setting. District policies and procedures have been implemented to ensure that they are aligned with an inclusive approach to supporting students with Individualized Education Plans. The District allocates sufficient resources for personnel and organizational support to sustain a comprehensive inclusive approach to the delivery of special education services. District policies facilitate the active participation of students with disabilities in school sponsored clubs, extracurricular activities and events. The District supports ongoing professional development for personnel to increase their capacity to implement a free and appropriate placement for all students. Strategies and activities related to inclusive practices for administrative staff, teaching staff and families is ongoing. Families are also invited to participate in District sponsored professional development activities focused on inclusive education. In addition, the District has adopted the co-teaching model at the Kindergarten through second grade level, with plans to expand in the future. The co-teaching model professional development was provided by the CSIU, which entailed a series of trainings with on-site visits/ coaching in between the training sessions.

Educational placement - LRE (indicator 5) 2018-2019 Data:

(a) 54.0% of students in the Mount Carmel Area School District are educated inside the regular class 80% or more of the day. The District did not meet the SPP Target in this area. The District is working to increase the percentage of time that students with special needs spend in regular education settings in order to expose them to grade and age appropriate curriculum with increased supplemental aides and services to ensure their success. The co-teaching model (one regular education teacher and one special education teacher) was added in grades K-2 as part of the 2018-2019 school year. This initiative has improved our rate of students that are in the regular education classroom 80% or more of the day by 8%.

Therefore, the District is closer to target for the current school year.

(b) 14.0% of students in the Mount Carmel Area School District are educated inside the regular class less than 40% of the day. The District did not meet its SPP Target in this area. The District is working to increase the percentage of time that students with special needs students spend in regular education settings in order to expose them to grade and age appropriate curriculum with increased supplemental aides and services to ensure their success. An increase in offerings of inclusion professional development for regular education teachers, as well as the co-teaching model has been added to improve the rate at which students are included with their regular education peers.

(c) 4.6% of students in the Mount Carmel Area School District are served in separate schools, residential facilities, or instructed in the home. Although the District did not meet the SPP target of 4%, it has improved in the last 3 years and is fairly close to the target. The District will continue working to improve its capability to serve these students within the District.

As a district, we continue to actively review our inclusive practices in order to move closer towards the SPP target. We will monitor the data of our currently running and recently added initiatives to ensure that the trends are positive.

Behavior Support Services

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

The Mount Carmel Area School District has the following policy in place for positive behavioral supports for students:

The Mount Carmel Area School District employs a School Wide Positive Behavior Support Plan (SWPBS). This is our Tier 1 approach used to proactively define, teach, and support appropriate student behaviors. The school benefits from creating this more positive environment, which aids in more successful learning. The district and school community teaches the expected behaviors across all settings, including the classroom, hallways, cafeteria, recess, restrooms, dismissal, and assemblies. Students exhibiting positive behaviors are rewarded. At the Elementary level, Tier 2 Positive Behavior Supports (PBS) are in the form of Check In/Check Out. Each student identified as needing Tier 2 supports is assigned to a specific staff member on the Tier 2 team.

The district also uses APL strategies, where positive behaviors are modeled and students are retrained if a negative behavior occurs. Retraining is the process of demonstrating the proper, positive behavior that should have occurred and having the student put that behavior into practice.

When the Mount Carmel Area School District's IEP team determines a student's behavior is likely to disrupt learning, the behavior is addressed in the student's IEP. Programs to

manage or to change behavior are in place. A functional behavioral assessment is completed to determine the cause of the behavior, what is maintaining the behavior and positive approaches to help children manage or correct their behaviors. The Mount Carmel Area School District routinely updates the functional behavioral assessment and positive behavior support plan to ensure that the student's behavioral needs are being met.

Additional data is available supporting the student's modification.

Discipline does not include the following

- Use of restraints and/or corporal punishment
- Punishment for behavior which is caused by the student's disability
- Spaces from which the student cannot readily exit
- Noxious substances
- Deprivation of basic rights
- Treatment in a demeaning nature
- Prone restraints (when the student is held face down on the floor)
- Suspension or removal from classes for disciplinary reasons that form a pattern

Before a student is excluded from school for more than 10 school days in a row or 15 total school days, that constitutes a pattern, in any one school year for disciplinary reasons, an IEP team meeting including the student's parent/guardian takes place. During that meeting, a "manifestation determination" is completed by the multidisciplinary team to determine if the behavior was a manifestation of his or her disability. Children with disabilities are not disciplined for behaviors that are related to or are manifestations of their disabilities. If the IEP team decides that the student's behavior was not related to the disability, the child's placement may be changed for disciplinary reasons. The parent has the right to request a due process hearing to challenge any decision of the Mount Carmel Area School District IEP team.

The District has a team of staff members who are trained, and annually certified, in Safe Crisis Management, which includes the use of de-escalation techniques.

The District has an in-house School Based Behavioral Health team located in each building. SBBH Team is based in the school, but delivers services to the child and family in the school, home, and community settings.

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.

If the District is having difficulty placing a child into an educational placement, program, or service, the LEA will notify the regional interagency coordinator, as well as the local interagency coordinator at the CSIU. Instruction in the Home may be used as a short-term solution until another educational placement can be provided.

The Mount Carmel Area School District has been successful in providing FAPE and related services to all students in compliance with the Pennsylvania State and Federal regulations. The programs that are currently in place include related services that help benefit students in special education programs (special transportation; speech, physical and occupational therapy; school health, transition services, psychological counseling; hearing services; and other services as needed). Upon a parent request, an independent evaluation can be obtained. It is the Mount Carmel Area School District's goal to ensure that children with disabilities are educated to the maximum extent appropriate with children who are not disabled. All resources are available to all students. The District makes every attempt to find placement for students with severe, unique or specialized needs.

The appropriate services include

- Learning Support
- Emotional Support
- Life Skills Support
- Speech and Language Support
- Autistic Support
- Private Alternative Education Setting Outside of the District
- Intermediate Unit Programs
- Partial Hospitalization Programs

The District also collaborates with Northumberland County offices such as Children and Youth, BHID, Probation, and Parole. The district works with agencies such as Children's Service Center which operates the district housed School Based Behavioral Health team, Safety Net Counseling which provides in home therapy services as well as therapeutic support services, and Home Keepers which provides wrap around services which also includes a family therapeutic component.

Mount Carmel Area plans to expand the grade levels at which co-taught (inclusion) classrooms are available, as well as continuing to have the support of PaTTAN for delivering the Autism Initiative to those identified as appropriate.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Story School	Approved Private Schools	AS, ES	5
Work Foundations Plus	Other	Career preparation	2
Maple Avenue Campus/ Schuylkill Learning Academy	Other	Life Skills, ES, AS	4

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 18, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 19	6	0.75
Justification: Per 22 Pa Code 14.146 regulations, parents were notified, and agreed upon, as part of the IEP process that the student will be in a classroom that exceeds a 4 year age span.				
Locations:				
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 19	2	0.25
Justification: Per 22 Pa Code 14.146 regulations, parents were notified, and agreed upon, as part of the IEP process that the student will be in a classroom that exceeds a 4 year age span.				
Locations:				
Mount Carmel Area	A Junior/Senior High 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: April 18, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	10	0.5
Locations:				
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	10	0.5
Locations:				
Mount Carmel Area	A Junior/Senior High 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: March 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	25	1
Locations:				
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 16	30	1
Locations:				
Mount Carmel Area	A Junior/Senior High 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: March 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than	Emotional Support	12 to 18	12	0.6

80% but More Than 20%)				
Justification: Per 22 Pa Code 14.146 regulations, parents were notified, and agreed upon, as part of the IEP process that the student will be in a classroom that exceeds a 4 year age span.				
Locations:				
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 18	8	0.4
Justification: Per 22 Pa Code 14.146 regulations, parents were notified, and agreed upon, as part of the IEP process that the student will be in a classroom that exceeds a 4 year age span.				
Locations:				
Mount Carmel Area	A Junior/Senior High 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: March 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 19	12	1
Justification: Per 22 Pa Code 14.146 regulations, parents were notified, and agreed upon, as part of the IEP process that the student will be in a classroom that exceeds a 4 year age span.				
Locations:				
Mount Carmel Area	A Junior/Senior High 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: April 18, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	6 to 12	6	0.5
Justification: Per 22 Pa Code 14.146 regulations, parents were notified, and agreed upon, as part of the IEP process that the student will be in a classroom that exceeds a 4 year age span.				
Locations:				
Mount Carmel Area	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	6 to 12	10	0.5

Justification: Per 22 Pa Code 14.146 regulations, parents were notified, and agreed upon, as part of the IEP process that the student will be in a classroom that exceeds a 4 year age span.				
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	20	1
Locations:				
Mount Carmel Area	An Elementary 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: March 26, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	17	1
Locations:				
Mount Carmel Area	An Elementary 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: March 26, 2015***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	20	1
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: March 26, 2015***PROGRAM SEGMENTS**

Type of	Level of Support	Age Range	Caseload	FTE
---------	------------------	-----------	----------	-----

Support				
Itinerant	Learning Support	9 to 11	30	1
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	30	1
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	2	0.4
Locations:				
Mount Carmel Area	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%)	Autistic Support	5 to 8	4	0.6
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 14	7	0.5
Justification: Per 22 Pa Code 14.146 regulations, parents were notified, and agreed upon, as part of the IEP				

process that the student will be in a classroom that exceeds a 4 year age span.				
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 14	13	0.5
Justification: Per 22 Pa Code 14.146 regulations, parents were notified, and agreed upon, as part of the IEP process that the student will be in a classroom that exceeds a 4 year age span.				
Locations:				
Mount Carmel Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 18, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	8	0.75
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Speech and Language Support	5 to 8	2	0.25
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	25	1
Locations:				
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition
Implementation Date: March 26, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 14	8	1
Justification: Per 22 Pa Code 14.146 regulations, parents were notified, and agreed upon, as part of the IEP process that the student will be in a classroom that exceeds a 4 year age span.				
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class
Implementation Date: April 18, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 13	20	0.5
Justification: Students are seen individually or in compliant-age-range groupings.				
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 18	30	0.5
Justification: Students are seen individually or in compliant-age-range groupings.				
Locations:				
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program

Operator: Outside Contractor for the School District

PROPOSED PROGRAM INFORMATION

Type: Class
Implementation Date: June 11, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 14	30	1
Justification: Students are seen individually or in compliant-age-range groupings.				
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* April 18, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	7 to 11	2	0.5
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	13 to 14	2	0.5
Locations:				
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* April 18, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 16	20	1
Locations:				
Mount Carmel Area	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* April 18, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	20	1
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* April 18, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 12	10	1
Justification: Per 22 Pa Code 14.146 regulations, parents were notified through an IEP process, and agreed to have the student in a classroom that exceeds a 4 year age span.				
Locations:				
Mount Carmel Area	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Social Work	Mount Carmel Area SD	1
30 Paraprofessionals	Mount Carmel Area SD -- Elem, Junior High, Senior High	23.5
Special Education Coordinator/ Director	Mount Carmel Area SD	1
School Psychologist	Mount Carmel Area SD	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	25 Hours
Physical Therapy	Outside Contractor	3.5 Hours
School Based Behavioral Health	Outside Contractor	5 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

The district needs to address how to improve attendance rates.

District Accomplishments

Accomplishment #1:

The Mount Carmel Area School District has increased student and staff safety measures considerably, adding metal detectors, an additional SRO, an additional school counselor, additional security staff, ALICE training for all staff, and adding new security cameras in all facilities.

Accomplishment #2:

The Mount Carmel Area School District continues to meet or exceed the PSSA & Keystone test participation targets.

Accomplishment #3:

The Mount Carmel Area School District has met PVAAS growth targets in Math/Algebra and Science.

Accomplishment #4:

The Mount Carmel Area School District exceeded the five (5) year cohort for the graduation rate target (92.5%).

Accomplishment #5:

The Mount Carmel Area School District has exceeded the Career Standard Benchmark (96.45%).

Accomplishment #6:

The Mount Carmel Area School District held a specialized training in inclusive practices for all teaching and paraprofessional staff.

District Concerns

Concern #1:

All schools in the Mount Carmel Area School District need to improve attendance rates.

Concern #2:

The Mount Carmel Area School District lacks adequate support for a growing special education student population.

Concern #3:

The Mount Carmel Area School District lacks a system that fully ensures students who are academically at risk are identified early, are supported by a process that provides interventions based upon student needs, and includes procedures for monitoring effectiveness.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #8*) Establish a district system that fully ensures the establishment of a policy that delineates expectations for student attendance, outlines consequences for students who do not comply with the policy and defines expectations for record keeping and monitoring of student attendance by professional staff members.

Aligned Concerns:

All schools in the Mount Carmel Area School District need to improve attendance rates.

Systemic Challenge #2 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

The Mount Carmel Area School District lacks adequate support for a growing special education student population.

The Mount Carmel Area School District lacks a system that fully ensures students who are academically at risk are identified early, are supported by a process that provides interventions based upon student needs, and includes procedures for monitoring effectiveness.

District Level Plan

Action Plans

Goal #1: The Mount Carmel Area School District needs to increase support for struggling students by improving differentiated instruction.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA & Keystone exams.

Specific Targets: Performance

Strategies:

Differentiated Instruction

Description:

Mount Carmel Area District Administration will work closely with our Intermediate Unit (CSIU 16) to deliver professional development for staff related to differentiated instruction and meeting the needs of all students in the classroom.

Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles:

Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf;

Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33;

WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary

Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf

Differentiated Instruction
Reexamined, <http://www.hepg.org/hel/article/499>;

Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Materials & Resources

Implementation Steps:

Differentiated Instruction

Description:

Continue to support and enhance an activity/support period to provide extra intervention and/or enrichment for all students.

Certified teachers will provide after school academic supports to students who are in need of intervention. Students in the Jr. & Sr. High Schools are grouped by academic strengths and weaknesses for these activity periods.

Start Date: 8/21/2020 **End Date:** 6/5/2023

Program Area(s): Special Education, Student Services

Supported Strategies:

- Differentiated Instruction

Goal #2: Establish a district system that fully ensures the establishment of a policy that delineates expectations for student attendance, outlines consequences for students who do not comply with the policy and defines expectations for record keeping and monitoring of student attendance by professional staff members.

Indicators of Effectiveness:

Type: Annual

Data Source: Attendance Review

Specific Targets: Mount Carmel Area School District will contact attendance reviews for all students at day 45, 90, and 135 of the academic school year as per school board policy 204.

Strategies:

Attendance Task Force

Description:

The Mount Carmel Area School District's attendance policy is required to ensure maximum student attendance and punctuality. No factor has a more direct relationship to a student's success in school than a good attendance record. The school can best fulfill its goals when students are present in the classroom. The student's parent/guardian is legally responsible to ensure that the child attends school on a regular basis and is absent only for reasons allowed by law (illness, death in the immediate family, and educational excuse are the most common).

In an effort to further reduce truancy our school district has partnered with Northumberland County Children and Youth Agency who has developed Truancy Prevention Specialized Unit. This Unit utilizes Children and Youth and Juvenile Probation Staff. The purpose is to assist families who by LAW (PA ACT 138) have been identified as truant.

Improve overall attendance within the Mount Carmel Area School District.

* Some schools in the District did not meet the On-Track measure in 2018 and 2019.

* Starting during the 2018-2019 school year - Northumberland County Attendance Task Force regularly meets with students and families with attendance concerns.

* Communicated to all students (before the start of the school year) if missed 18+ days the previous school year.

* Complete 45 day, 90 day, 135 day review by communicating with students and families at each checkpoint if the student has missed 10% or more school days.

The Mount Carmel Area School District uses the following terms in regards to attendance:

(Future Ready Index Term) Chronic Absenteeism -- Miss 10% or more of school days across the academic year. This will include excused and unexcused absences. (Need 4 hours to qualify as school day.)

PA TRUANCY LAW

(Pennsylvania Truancy Law) Truant - "truancy" is defined as three or more school days of unexcused absence during the current school year.

(Pennsylvania Truancy Law) Habitually Truant - "habitual truancy" is defined as six or more school days of unexcused absence during the current school year.

SAS Alignment: Instruction

Implementation Steps:

Truancy Meetings

Description:

The Mount Carmel Area School District's attendance policy is required to ensure maximum student attendance and punctuality. No factor has a more direct relationship to a student's success in school than a good attendance record. The school can best fulfill its goals when students are present in the classroom. The student's parent/guardian is legally responsible to ensure that the child attends school on a regular basis and is absent only for reasons allowed by law (illness, death in the immediate family, and educational excuse are the most common).

Truancy Meetings are held as defined by the MCA attendance policy and data collected by the School Social Worker.

Start Date: 8/17/2020 **End Date:** 6/9/2023

Program Area(s): Student Services

Supported Strategies: None selected

Goal #3: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: CDT, PSSA, Keystone Data

Specific Targets: Progress Monitoring for IEP students.

Proficiency Levels as defined by PDE.

Strategies:

Full Day Kindergarten Program

Description:

This project explores the impact of full-day (FDK) kindergarten vs. half-day kindergarten (HDK) on student academic achievement. The participant samples were drawn from a large school district in the Midwest. Specifically, the data set highlights the effects of FDK vs. HDK on the achievement of inner-city minority students with low/moderate income status. (Sources: [Full Day Kindergarten](#))

SAS Alignment: Standards, Curriculum Framework, Instruction

Implementation Steps:

Full Day Kindergarten Programming

Description:

- 6 Full-Day Kindergarten Classrooms (6 teachers)
- 1 Reading Specialist to support early childhood literacy in grades K-3

Start Date: 8/17/2020 **End Date:** 6/5/2023

Program Area(s): Student Services

Supported Strategies: None selected

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 for a minimum of 28 days.

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Superintendent/Chief Executive Officer