Lehigh Career & Technical Institute

CTC Plan

07/01/2020 - 06/30/2023
CTC Profile

Demographics
4500 Education Park Drive
Schnecksville, PA 18078
(610)799-1323

AYP Status: Not Provided
Administrative Director: Thomas Rushton

Planning Process
The comprehensive planning process at LCTI is a continuous effort that includes input from school and community stakeholders. The Comprehensive Planning Committee and its sub committees have been meeting regularly to develop a plan that ensures student achievement in career and technical and academic education.

Mission Statement
Our mission at Lehigh Career & Technical Institute is to prepare all students for successful careers and lifelong learning.

We believe at LCTI that our purpose is to provide students with opportunities to pursue college and careers. We also believe it is important to serve our community therefore, our course offerings are a reflection of the identified employment needs in the Lehigh Valley.

Vision Statement
LCTI Vision:

Our vision at LCTI is that every student will be provided with a high quality education in a safe and nurturing environment, become career and college ready, and enter the workforce equipped with the skills and knowledge to compete in a global economy.

Shared Values
LCTI Shared Values

1. Education needs to be student-centered and individualized
2. Students learn best in a caring environment
3. Professional development is essential for continuous improvement of staff
4. Communication with staff, families, community and business and industry is essential for student success
5. Data driven decision making is essential for continuous improvement
6. Technology enhances learning, communication, and data collection
7. Student engagement is vital to student success
8. Students will develop critical thinking skills for success in the 21st century workplace

Educational Community
Lehigh Career and Technical Institute (LCTI), located in Schnecksville, PA is one of the largest career and technical education centers in Pennsylvania and the United States. With a capacity to serve up to 3,000 students, LCTI currently has close to 2,500 students enrolled and served by a professional staff of 119 and 92 support staff. The student population is culturally and economically diverse; special populations data include: Special Education (32%); Economically Disadvantaged (63.8%); Black/African American (7.1%); Hispanic (37.7%); and White (51.8%).

LCTI serves ninth through twelfth grade students from ten public high schools in Lehigh County. These high schools, located within nine member school districts represent urban, suburban, and rural schools, are part of a consortium operating under Articles of Agreement since 1971. The districts include:

- Allentown School District
- Catasauqua Area School District
- East Penn School District
- Northern Lehigh School District
- Northwestern Lehigh School District
- Parkland School District
- Salisbury Township School District
- Southern Lehigh School District
- Whitehall-Coplay School District
The annual budget of LCTI represents an effort of the Joint Operating Committee’s Business and Finance Committee and the administrative staff to provide a quality program of career and technical education and to demonstrate fiscal responsibility in an era of severely constrained resources. The 2019/2020 general operations budget is $27,666,000, representing a 4% increase over the 2018/2019 budget.

Lehigh Career & Technical Institute is located in the center of the Lehigh County and within the larger region of the Lehigh Valley, a metropolitan region consisting of Carbon, Lehigh, and Northampton counties in eastern Pennsylvania. The Lehigh Valley is the third most populous region in the state of Pennsylvania, has an unemployment rate of 3.9%, and is one of the best performing regions of its size for economic development.

After the demise of Bethlehem Steel, Lehigh Valley Hospital and Health Network (in Allentown), one of Pennsylvania’s largest hospital systems, replaced it as the Lehigh Valley's largest employer. As of 2019, the Lehigh Valley's top ten employers are: 1) Lehigh Valley Health Network; 2) St. Luke's Hospital and Health Network; 3) Amazon.com; 4) Air Products; 5) Wal-Mart; 6) Giant Food Stores; 7) Windcreek Bethlehem Resort; 8) Lehigh University; 9) Dorney Park & Wildwater Kingdom; and 10) Mack Trucks. The Lehigh Valley targeted industry clusters for employment growth are: 1) Healthcare and Social Assistance; 2) Finance and Insurance; 3) Professional, Scientific and Technical Services; 4) Transportation, Warehousing and Logistics. LCTI offers courses in each of the Lehigh Valley Industry Clusters.

LCTI’s business and industry partners assist with curriculum development, work-based learning experiences and skill development. They help to ensure that the content and skills taught within the programs are relevant to the modern workplace. In addition, many graduates opt to accept employment in the industries they experienced work-based learning. LCTI also works with local businesses to provide customized job training for adults looking to enhance their skills, remediate a skills gap, or to continue their education. The main goal of the partnership is to meet the labor market needs of the Lehigh Valley’s business and industry community and provide students opportunities to support their personalized career pathway.

In order to provide the Lehigh Valley with a skilled workforce, LCTI prides itself in offering over 40 programs of study. These programs, designed to give students opportunities to earn college credit and industry certifications, are offered in a competency based format and focused on national accreditations, skill standards and industry certifications. Teachers, certified by the Pennsylvania Department of Education, present the following programs:

- Administrative Office Technology/Accounting
- Advertising Design/Commercial Art
- Auto Body/Collision Repair Technology
- Auto Technology
Cabinetmaking & Millwork

Career Academy Program:

Applied Horticulture; Automotive Specialization Technology; Building Trades; Electrical Technology; Graphic Communications; Health Occupations/Health Related Technology; Office Systems Technology

Carpentry

Commercial Baking

Commercial Photography/Electronic Imaging

Computer Aided Drafting & Design

Computer Information Technology

Computer Network Technology

Cosmetology

Criminal Justice

Culinary Arts

Dental Technology

Diesel Medium and Heavy Truck Technology

Diversified Career Occupations

Early Care & Education of Young Children

Emerging Digital Media & Social Communications

Electrical Technology

Electromechanical/Mechatronics Technology

Electronics Technology/Nanofabrication

Emerging Health Professionals
Exercise Science & Rehabilitation Services
Health Occupations/Health Related Technology
Heating/Air Conditioning and Refrigeration
Heavy Equipment Operations & Preventive Maintenance
Marketing and Business Education
Masonry
Office Systems Technology
Painting and Decorating
Plumbing and Heating
Precision Machine Tool Technology
Pre-engineering Technology
Print Technology/Graphic Imaging
Service Occupations Cluster:

  Automotive Specialization Services; Building Trades Maintenance; Food Services; Hospitality Services; Indoor/Outdoor Maintenance; and Supply Chain Management.

Small Engines/Recreational Vehicle Repair
Supply Chain and Logistics Technology
Web Design/Web Programming
Welding Technology

High school students enrolled in Lehigh Career & Technical Institute have the option of attending LCTI on a full-time basis by enrolling in the Academic Center along with their CTE program. Students schedule academic classes that satisfy the sending school’s graduation requirements. Another full-day option is the Career Academy Program (CAP); this program, designed for students at risk of not graduating, provides career education, academic coursework, and special supports for students to be successful and meet the graduation requirements.
In order to provide students with a high quality education, LCTI is committed to providing the most up-to-date equipment in a meticulously maintained state-of-the-art facility. This, combined with the industry-validated curriculum, gives students many chances for success. As part of an LCTI education, students also are required to participate in a career and technical student organization. SkillsUSA, DECA, HOSA, FBLA, FCCLA, and NTHS provide leadership, service, and competitive activities that support career and technical education. Students who have completed a majority of their program and are in their senior year are eligible to participate in the LCTI Cooperative Education Program. Students spend half of their day in their academic program and then the other half of the day is spent on the job in a paid position. A Co-op Coordinator oversees the students’ progress in the workplace and coordinates all required activities.

The school serves adults and employees of business and industry through the Adult & Continuing Education Department, accredited by the Pa. Department of Education, Bureau of Career & Technical Education and the U.S. Department of Education. Programs include Precision Tool Technology, Electromechanical/ Mechatronics, CDL-A-Training, Heavy Equipment Operations, Forklift Safety, Crane Safety, and many other customized courses are offered throughout the year, including the summer time.

Since opening the school in 1971, LCTI has been host to many community groups enjoying a meal in the restaurant, holding a meeting in the board room, receiving services from many labs or holding an event in one of the cafeterias. The commitment to serving the community is evident by the number of groups who return year after year. There are many stakeholders of LCTI who support and understand the importance of career & technical education. Lehigh Career & Technical Education prepares students with the academic and technical knowledge needed to succeed in college and careers. The school is committed to excellence in providing students the best education possible.

### Planning Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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<tbody>
<tr>
<td>Kurt Adam</td>
<td>Administrator : Professional Education</td>
</tr>
<tr>
<td>Patricia Bader</td>
<td>Administrator</td>
</tr>
<tr>
<td>Jan Brna</td>
<td>Administrator</td>
</tr>
<tr>
<td>Mark Covelle</td>
<td>Administrator : Professional Education</td>
</tr>
<tr>
<td>Thomas Rushton</td>
<td>Administrator : Professional Education</td>
</tr>
<tr>
<td>Darin VanNorman</td>
<td>Administrator</td>
</tr>
<tr>
<td>Sean Will</td>
<td>Administrator : Professional Education</td>
</tr>
<tr>
<td>Frank Frankenfield</td>
<td>Board Member : Professional Education</td>
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<tr>
<td>David Hein</td>
<td>Board Member : Professional Education</td>
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<tr>
<td>David Kennedy</td>
<td>Board Member</td>
</tr>
<tr>
<td>Nancy Dischinat</td>
<td>Business Representative : Professional Education</td>
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<tr>
<td>Name</td>
<td>Position</td>
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<tr>
<td>Christopher Donigan</td>
<td>Business Representative : Professional Education</td>
</tr>
<tr>
<td>Frank Facchiano</td>
<td>Business Representative : Professional Education</td>
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<tr>
<td>MRC President &amp; CEO</td>
<td>Business Representative</td>
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<tr>
<td>Scott Unger</td>
<td>Business Representative</td>
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<tr>
<td>Ann Bieber</td>
<td>Community Representative</td>
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<tr>
<td>Don Cunningham</td>
<td>Community Representative</td>
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<tr>
<td>Elaine Eib</td>
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<tr>
<td>Mark Emerick</td>
<td>Community Representative : Professional Education</td>
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<tr>
<td>Kerianne Gelinas</td>
<td>Community Representative : Professional Education</td>
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<tr>
<td>Kathy Mackey</td>
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<tr>
<td>Richard Sniscak</td>
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<tr>
<td>Joshua Herzog</td>
<td>Ed Specialist - Other : Professional Education</td>
</tr>
<tr>
<td>Regina Naradko</td>
<td>Ed Specialist - School Counselor : Professional Education</td>
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<td>No Elementary Staff at this LEA</td>
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<td>No Elementary Staff at this LEA</td>
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<tr>
<td>Cyndee Barkley</td>
<td>High School Teacher - Regular Education : Professional Education</td>
</tr>
<tr>
<td>Wendy Harris</td>
<td>High School Teacher - Regular Education : Professional Education</td>
</tr>
<tr>
<td>Kathy Khanuja</td>
<td>High School Teacher - Regular Education : Professional Education</td>
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<tr>
<td>Charlene Rarick-Knauss</td>
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<td>Thomas Shirkness</td>
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<td>Garrett Tweed</td>
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<tr>
<td>Kelly Cahoon</td>
<td>Instructional Coach/Mentor Librarian : Professional Education</td>
</tr>
<tr>
<td>Dipal Kapadia</td>
<td>Instructional Technology Director/Specialist</td>
</tr>
<tr>
<td>Stacie Knehr Kutz</td>
<td>Instructional Technology Director/Specialist : Professional Education</td>
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<tr>
<td>Name</td>
<td>Role</td>
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<tr>
<td>-------------------</td>
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</tr>
<tr>
<td>Tamara Karabinus</td>
<td>Parent : Professional Education</td>
</tr>
<tr>
<td>Nicole Schaffer</td>
<td>Parent : Professional Education</td>
</tr>
<tr>
<td>Lisa Greenawalt</td>
<td>Student Curriculum Director/Specialist :</td>
</tr>
<tr>
<td></td>
<td>Professional Education</td>
</tr>
<tr>
<td>Grace Loeffler</td>
<td>Student Services Director/Specialist : Professional Education</td>
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</table>
Core Foundations

Standards

**Mapping and Alignment**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Mapping</th>
<th>Alignment</th>
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</thead>
<tbody>
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<td>Arts and Humanities</td>
<td>Non Applicable</td>
<td>Non Applicable</td>
</tr>
<tr>
<td>Career Education and Work</td>
<td>Accomplished</td>
<td>Accomplished</td>
</tr>
<tr>
<td>Civics and Government</td>
<td>Developing</td>
<td>Accomplished</td>
</tr>
<tr>
<td>PA Core Standards: English Language Arts</td>
<td>Developing</td>
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</tr>
<tr>
<td>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</td>
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<td>Developing</td>
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<tr>
<td>PA Core Standards: Mathematics</td>
<td>Developing</td>
<td>Accomplished</td>
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<tr>
<td>Economics</td>
<td>Developing</td>
<td>Accomplished</td>
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<tr>
<td>Environment and Ecology</td>
<td>Developing</td>
<td>Accomplished</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>Non Applicable</td>
<td>Non Applicable</td>
</tr>
<tr>
<td>Geography</td>
<td>Non Applicable</td>
<td>Non Applicable</td>
</tr>
<tr>
<td>Health, Safety and Physical Education</td>
<td>Developing</td>
<td>Accomplished</td>
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<tr>
<td>History</td>
<td>Developing</td>
<td>Accomplished</td>
</tr>
<tr>
<td>Science and Technology and Engineering Education</td>
<td>Non Applicable</td>
<td>Non Applicable</td>
</tr>
</tbody>
</table>

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

Lehigh Career and Technical Institute offers students an option to enroll in the full day program which includes 1/2 day each of academics and career and technical education. Since one half of the students' day is spent in their career and technical program, the academic courses offered are limited to courses that are needed to meet graduation requirements. The nine sending districts have agreed to the academic course offerings and have agreed to accept the credits for students to graduate from their individual high schools.

**Adaptations**

*Checked answers*

- 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
- Health, Safety and Physical Education
The academic areas have been reviewed and curriculum revisions are in process to align to the PA Core Standards and the Academic Standards. All teachers integrate the content standards within the development of lesson plans and the ELA standards are integrated across the curriculum to ensure a school-wide focus on literacy.

**Curriculum**

**Planned Instruction**

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

Processes used to ensure Accomplishment:

The Director of Curriculum and Instruction, along with the administrative team oversees the development of curriculum and ensures that it is aligned to the academic standards. The instructional coach works with the professional staff in interpreting and implementing the academic standards.

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.

Lehigh Career & Technical Institute uses a competency based curriculum framework for teaching the career and technical programs. This allows students to work individually at their own pace and according to a quarterly contract. Within the Academic Center and the CTE labs, teachers use various strategies that include, but are not limited to, differentiated instruction, additional testing or homework time, preferential seating, oral testing, flex time, alternative location to take a test, note taking, chunking assignments, and peer on peer help. All student IEPs are reviewed by the teachers and special education facilitators who work with the teachers in assisting with curriculum modifications and accommodations. LCTI employs instructional assistants who assist and tutor students as needed. The Center for Humanistic Change has partnered with LCTI to provide mental health assistance. Students are also served by their sending schools who are the LEA. LCTI is in constant communication with these schools to provide students with a quality and consistent educational experience.

**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*
- Career Cluster Chairs
- Not Reviewed

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

Currently we are using the eWalk system to implement the PDE Effective Educator Model. Annually, all non-tenured teachers and selected tenured teachers are formally observed in the classroom. The other two thirds of staff members are evaluated using the differentiated supervision model that includes the Differentiated Action Plan, and informal observations. Walkthroughs, to observe professional practice, are completed throughout the year with all professional staff members. Learning walks are completed for the purpose of peer coaching.
and an instructional coach assists and supports the professional staff in the development of pedagogical skills. Professional staff members are evaluated annually using the PDE 82-1.

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

_This narrative is empty._

**Responsiveness to Student Needs**

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

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK, or NA)

Students at LCTI are placed in their CTE programs based on their interests and aptitudes. In the academic center students are placed in courses based on the recommendations from the sending school counselors. The CTE programs operate on a half day schedule, consequently students have approximately two and one half hours in their CTE lab and have flexibility in meeting the CTE program competencies. The Academic Center operates on a traditional forty-two minute schedule. One daily period is built into the schedule where student may receive additional help or pursue enrichment activities. Teachers have been trained in differentiated instruction to help meet the needs of all students.

**Recruitment**

_(Comprehensive CTC only)_

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.

_This narrative is empty._
Describe the process the CTC implements to recruit and assign the most effective and qualified teachers based on their industry experience.

*This narrative is empty.*

**Assessments**

**Local Graduation Requirements**
*(Comprehensive CTC who graduate students only)*

<table>
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<th>Course Completion</th>
<th>SY 20/21</th>
<th>SY 21/22</th>
<th>SY 22/23</th>
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<tr>
<td>English</td>
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<tr>
<td>Mathematics</td>
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<td>Social Studies</td>
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<td>Science</td>
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<tr>
<td>Physical Education</td>
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<tr>
<td>Health</td>
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<tr>
<td>Music, Art, Family &amp; Consumer Sciences, Career and Technical Education</td>
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<tr>
<td>Electives</td>
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<tr>
<td>Minimum % Grade Required for Credit (Numerical Answer)</td>
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**Local Assessments**
*(Comprehensive CTC who graduate students only)*

<table>
<thead>
<tr>
<th>Standards</th>
<th>WA</th>
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<th>NAT</th>
<th>DA</th>
<th>PSW</th>
<th>Other</th>
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<tr>
<td>Arts and Humanities</td>
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<td>Family and Consumer Sciences</td>
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Graduation Requirement Specifics

(Comprehensive CTC who graduate students only)

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

None.

Unchecked answers

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

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in § 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

  I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

  II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

  III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in § 16.32 (relating to GIEP).

  IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter
school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

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

**Methods and Measures**

**Summative Assessments**

No methods or measures have been identified for Summative Assessments

**Benchmark Assessments**

No methods or measures have been identified for Benchmark Assessments

**Formative Assessments**

No methods or measures have been identified for Formative Assessments

**Diagnostic Assessments**

No methods or measures have been identified for Diagnostic Assessments

**Validation of Implemented Assessments**

(Comprehensive CTC only)

Checked answers

None.

Unchecked answers
• External Review
• Intermediate Unit Review
• LEA Administration Review
• Career Cluster Chair Review
• Professional Learning Community Review
• Instructional Coach Review
• Teacher Peer Review

Provide brief explanation of your process for reviewing assessments.

*This narrative is empty.*

**Development and Validation of Local Assessments**

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

*This narrative is empty.*

**Collection and Dissemination**

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

*This narrative is empty.*

**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.

*This narrative is empty.*

**Assessment Data Uses**

*(Comprehensive CTC only)*

**Checked answers**

*None.*

**Unchecked answers**

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

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

**Distribution of Summative Assessment Results**

*Checked answers*

None.

*Unchecked answers*

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

Provide brief explanation of the process for incorporating selected strategies.

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

*This narrative is empty.*

**Safe and Supportive Schools**

*Programs, Strategies and Actions*

Checked answers

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

Unchecked answers

None.

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

Due to the fact that we are under the jurisdiction of the state police, we are not eligible for a School Resource Officer; however we have a full time School Police Officer.

**Screening, Evaluating and Programming for Gifted Students**

*(Comprehensive CTC only)*

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.)

*This narrative is empty.*

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

*This narrative is empty.*
Describe your entity’s procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

*This narrative is empty.*

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.*

*This narrative is empty.*

**Developmental Services**

**Checked answers**

- Academic Counseling
- Attendance Monitoring
- Behavior Management Programs
- Bullying Prevention
- Career Awareness
- Career Development/Planning
- Coaching/Mentoring
- Compliance with Health Requirements –i.e., Immunization
- Emergency and Disaster Preparedness
- Guidance Curriculum
- Health and Wellness Curriculum
- Health Screenings
- Individual Student Planning
- Nutrition
- Orientation/Transition
- RTII/MTSS
- Wellness/Health Appraisal
- Coordination of Services with Sending School

**Unchecked answers**

*None.*

Explanation of developmental services:

*This narrative is empty.*

**Diagnostic, Intervention and Referral Services**

**Checked answers**

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

Unchecked answers

None.

Explanation of diagnostic, intervention and referral services:

LCTI special education facilitators are assigned to individual districts and interact directly with the sending districts' case workers.

Consultation and Coordination Services

Checked answers

• Alternative Education
• Community Liaison
• Community Services Coordination (Internal or External)
• Home/Family Communication
• Managing Chronic Health Problems
• Managing IEP and 504 Plans
• Referral to Community Agencies
• Staff Development
• Strengthening Relationships Between School Personnel, Parents and Communities
• Truancy Coordination
• Coordination of Services with Sending School

Unchecked answers

• Case and Care Management
• Coordinate Plans
• Coordination with Families (Learning or Behavioral)
• System Support

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Checked answers

• Course Planning Guides
• Directing Public to the PDE & Test-related Websites
• Individual Meetings
• Letters to Parents/Guardians
• Local Media Reports
• Website
• Meetings with Community, Families and Board of Directors
• Mass Phone Calls/Emails/Letters
• Newsletters
• Press Releases
• School Calendar
• Student Handbook
• Coordination of Services with Sending School
• Summer Fun Camp
• Open House

Unchecked answers
None.

Communication of Student Health Needs
(Comprehensive CTC only)

Checked answers
None.

Unchecked answers
• Individual Meetings
• Individual Screening Results
• Letters to Parents/Guardians
• Website
• Meetings with Community, Families and Board of Directors
• Newsletters
• School Calendar
• Student Handbook
• Coordination of Services with Sending School
**Frequency of Communication**
Frequency of communication: **Monthly**

**Collaboration for Interventions**

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

LCTI monitors student achievement through multiple performance measures, including grades, attendance, student satisfaction surveys, safety and informal/formal observations of teachers. Supervisors routinely monitor student progress, observe teachers and instructional assistants, and hold “wing” meetings with the staff they supervise. Teachers review individual student data to determine a remediation plan to address any gaps in achievement. Instructional assistants are assigned to specific programs/courses and work with students to support their learning and/or behavioral needs. Instructional assistants support students to organize notes, complete homework assignments, prepare for assessments, and review instructional materials. Staff implements accommodations and modifications as required by an IEP, and offers emotional support strategies as indicated. Four special education facilitators, employed by LCTI, serve as a liaison between LCTI and its nine participating school districts. These special education facilitators serve as a resource for students, attend all IEP meetings, monitor student progress and work collaboratively with the teachers and instructional assistants. In addition, the Lehigh Carbon Intermediate Unit #21 employs and assigns staff members to work with students at LCTI.

LCTI continues to employ a bilingual coordinator, a bilingual instructional assistant, and other staff who translate information as needed. These personnel collaborate with teachers and staff to provide support for academic, technical and social integration as well as monitor students’ grades and attendance records. Students might also receive support through Project Success, offered through the Center for Humanistic Change, Communities in Schools, the school nurse and the Visiting Nurses Program of Lehigh County, and the school counselors.

LCTI employs an instructional coach and an instructional technology specialist to support teachers with lesson planning and development, use technology to improve student outcomes, and to model best instructional practices. These individuals also assist teachers with data review and targeted lesson planning to improve overall student outcomes. LCTI continues to implement professional development activities that support student achievement through academic integration, effective classroom management and effective instructional planning and delivery. Teachers also work closely with representatives from business and industry to design effective work-based education experiences tailored to student’s needs and to ensure the taught curriculum matches current industry practices.

These services and other accommodations assist students to best succeed in their learning environment and meet performance measures and industry standards. Students, identified in a special population sub-group, are encouraged to enroll in the CTE program of their choice and
have equal access to career guidance, personal counseling, instruction and services to support successful completion while meeting requirements of the academic and technical components established for the programs. Other funding sources and services are coordinated with the Perkins plan. Via the PDE-PIMS student data system, special population student data is monitored and reviewed.

As it relates to adult students, administrators and teachers work closely with business and industry partners as well as with members of the Workforce Development Board Lehigh Valley to develop customized job training and other educational programming to meet the needs of the local workforce. Students receive support from training and workforce education coordinators to assist in program selection and the enrollment process. The coordinators provide support to students throughout their program to prepare for successful entry into the workforce.

**Community Coordination**

Describe how you accomplish coordination with community operated before or after school programs and services for all grade levels through grade 12.

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

LCTI participates in the Summer Youth Work Experience Jobs Program through the Workforce Development Board Lehigh Valley. Students are assigned to work with the Facilities Engineer, the Building and Grounds Summer Coordinator or the Supervisor of Technology who provide job assignments needed to be completed to prepare for the upcoming school year.

**Materials and Resources**

**Description of Materials and Resources**

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

Provide explanation for processes used to ensure Accomplishment.
Lehigh Career & Technical Institute prides itself in being a state of the art facility that is equipped with the latest equipment and technology. The CTE teachers work with their Occupational Advisory Council to determine the most current curriculum and resource materials needed. Once this is determined, the teacher in concert with the administrator will budget for the needed items for future purchasing. The academic teachers meet by content area as a department. During those meetings it is determined what instructional materials and resources are needed to meet the PA Core and Academic Standards. Once this is determined the department in concert with the administrator will budget for the needed items for future purchasing.

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

*This narrative is empty.*

**SAS Incorporation**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Humanities</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Career Education and Work</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Civics and Government</td>
<td>Level of Implementation is Unknown</td>
</tr>
<tr>
<td>PA Core Standards: English Language Arts</td>
<td>Level of Implementation is Unknown</td>
</tr>
<tr>
<td>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</td>
<td>Level of Implementation is Unknown</td>
</tr>
<tr>
<td>PA Core Standards: Mathematics</td>
<td>Level of Implementation is Unknown</td>
</tr>
<tr>
<td>Economics</td>
<td>Level of Implementation is Unknown</td>
</tr>
<tr>
<td>Environment and Ecology</td>
<td>Level of Implementation is Unknown</td>
</tr>
<tr>
<td>Family and Consumer Sciences</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Geography</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>Health, Safety and Physical Education</td>
<td>Level of Implementation is Unknown</td>
</tr>
<tr>
<td>History</td>
<td>Level of Implementation is Unknown</td>
</tr>
<tr>
<td>Science and Technology and Engineering Education</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>
Further explanation for columns selected "<50%", “UNK”, “NA”

The courses marked NA are not taught at Lehigh Career & Technical Institute. All teachers have access and are encouraged to use SAS but it is not part of our student achievement plan. We have done training but have no way of formally knowing how often our teachers are using SAS.

### Professional Education

**Legend**

EEP = Elementary Education-Primary Level  
EEI = Elementary Education-Intermediate Level  
ML = Middle Level  
HS = High School Level

**Characteristics**

<table>
<thead>
<tr>
<th>Ctc Avts’s Professional Education Characteristics</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Increases the educator’s teaching skills based on effective practice research, with attention given to interventions for gifted students.</td>
<td></td>
<td></td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Empowers educators to work effectively with parents and community partners.</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ctc Avts’s Professional Education Characteristics</th>
<th>EEP</th>
<th>EEI</th>
<th>ML</th>
<th>HS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania’s academic standards.</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>Provides leaders with the ability to access and use appropriate data to inform decision making.</td>
<td></td>
<td></td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

√

Instructs the leader in managing resources for effective results.

√

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

The underlying purpose of the LCTI professional education program is student achievement. The objective of the professional education program is to connect teacher learning to student learning for a positive impact on student achievement. The major goal of professional development is to provide a comprehensive, sustained and intensive approach to improving professional staff and administration’s effectiveness in raising student achievement. Through the Director of Curriculum and Instruction, professional staff members complete a professional development survey. This survey along with input from employers, state mandates, student data results and researched best practices formulate the basis for the professional development plan. Teachers are empowered to become experts in various professional development areas and then provide staff with professional development programs. We believe we have a wealth of talent within our own school and use this talent to develop a culture of learning between staff members.

The Major Areas of Professional Development

Student Engagement

Create classroom conditions that foster student engagement by sharing a common school-wide definition and clear articulation of learning criteria with understandable, immediate, and constructive feedback. Show students the skills they need to be successful are within their grasp by clearly and systematically demonstrating these skills, and; demonstrate engagement in learning as a valuable aspect of their personalities.

Formative Assessment

Develop an assessment system that indicates whether teacher work produces change in student achievement and is used before, during, and after teaching to drive instructional practice. Design and implement instructional practices that continuously monitor students' progress and modify activities in response to their varied needs; use a variety of instructional strategies and assessment techniques; and engage students in the process of setting challenging academic goals, assessing their own work, and reflecting on their own progress.

Curriculum Development

Continue to develop and refine a rigorous and relevant curriculum that meets or exceeds business & industry standards and is aligned to Pennsylvania academic standards and eligible content.

Instructional Leadership

Develop a collaborative culture whereby teachers and administrators focus on student
achievement through action research, distributed leadership and participation in professional learning communities.

The Learning Process

Apply theories of learning to create a classroom environment that is a safe, non-threatening place where students feel encouraged to participate in the learning process.

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

All characteristics were selected.

Professional Development

Educator Discipline Act 126, 71

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

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LEA has conducted the required training on:</td>
</tr>
<tr>
<td>10/8/2018</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The LEA has conducted the training on:</td>
</tr>
<tr>
<td>11/7/2016</td>
</tr>
<tr>
<td>8/21/2018</td>
</tr>
<tr>
<td>The LEA plans to conduct the training on approximately:</td>
</tr>
<tr>
<td>10/14/2019</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable for our school entity</td>
</tr>
</tbody>
</table>

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.

LCTI believes that designing and implementing professional learning activities for educators is essential to develop effective classroom practices that lead to high student achievement. We believe that the day or in-service events provide awareness for teachers, however much more is needed to change practice in the classroom. Changing practice in the classroom involves phases of implementation. We provide teachers with opportunities outside of the regular professional development days to observe, discuss and practice. Our student and teacher data is used to determine the professional development plan that target the areas that are in need of strengthening. This plan is then implemented through various opportunities that include collaborative work with other teachers, walk throughs, classroom observations, after school professional development, and instructional coaching.

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

This narrative is empty.

Induction Program

Checked answers
• Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

• Inductees will assign challenging work to diverse student populations.

• Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

• Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

• Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

• Inductees will effectively navigate the Standards Aligned System website.

• Inductees will know and apply LEA endorsed classroom management strategies.

• Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

• Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

• Inductees will know the rules and regulations of school governance and Rights and Responsibilities

• Inductee will know the requirements for professional certification.

• Inductee will know the evaluation expectations, procedures and policies.

Unchecked answers

None.

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

LCTI provides a mentor and induction program to each of its newly hired professional staff members. Inductees are required to attend a monthly meeting for the first year and have the option of retaining a mentor for the second year. Support is provided by the instruction coach through a small learning community.

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 needs of the inductees are met through frequent meetings with the mentor and assigned supervisor. The instructional coach provides support through "push in professional" development, after school sessions and small learning communities.

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

This narrative is empty.

**Mentor Characteristics**

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

Unchecked answers
None.

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

Mentors must be a professional in good standing, recommended by his/her supervisor and commit to attending all scheduled meetings.

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

This narrative is empty.

**Induction Program Timeline**

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

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 Induction Program at LCTI is monitored by the Director of Curriculum and Instruction. At the conclusion of each school year, a survey is completed by the inductees and mentors. The survey is reviewed and adjustments are made according to the feedback received.

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.
Assurances

Safe and Supportive Schools

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 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.
CTC Level Affirmations

We affirm that this CTC Level Plan was developed in accordance and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the CTC offices and on the CTC website until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members to 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

Executive Director