

Conemaugh Valley SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

1340 William Penn Avenue
Johnstown, PA 15906-
814-535-3957
Superintendent: Shane Hazenstab
Director of Special Education: Michael Chappie

Planning Process

The Conemaugh Valley School District has engaged in an extensive planning process to create this comprehensive plan. The school based planning process included building level and district level teams. The building level teams consisted of Tri-State Council facilitator, administration, teacher leaders, special education coordinator, and other contributors. Guidance counselors were also consulted with as needed. The building and district level teams met multiple times throughout the process. Each meeting was designed to gather, review, and report information. The purpose of the building and district level teams was to identify and correct curriculum and instruction issues, identify strengths and areas for improvement, and determine appropriate professional development opportunities. A public review was offered to include community members and business representatives to discuss and make revisions to the strategic plan.

The plan developed over the course of several years, but the bulk of our meetings were held in a six month period. The information in the comprehensive plan reflect the genuine concerns of the district. The timeline allowed us to focus on the various elements of the plan. Student need is at the core of our plan. The development of the plan was also impacted by several factors including employee turnover and financial constraints and opportunities.

The District superintendent and administrators are responsible for the overall development, execution, and reporting of the comprehensive plan. The components of the comprehensive plan will be administered by all teachers and staff members in the district.

The District will communicate the plan through print, social media, district website, and other appropriate available opportunities. The Board agenda and staff communications will emphasize key components of the plan.

Effective communication will ensure that the elements of the Comprehensive Plan are reviewed regularly.

Mission Statement

Success through Improvement

Vision Statement

The Conemaugh Valley School District is committed to:

- 1) An ever improving instructional process that results in ever improving student achievement
- 2) An ever improving emphasis on the successful transitions of it students as they progress through the school system.
- 3) Increasing the educational experiences of our students
- 4) Integrating technology into every applicable process within the school system with an emphasis on the creation of a technological culture understood by students and staff.
- 5) Identifying, tracking and celebrating an ever improving set of measures of student achievement.

Shared Values

Conemaugh Valley: A School District Where:

- 1) Pre-K and Kindergarten levels work together to make the transition to Kindergarten successful for all students.
- 2) Kindergarten and first grade teachers work together to make the transition to first grade successful for all students.
- 3) The primary level staff is focused on the developmental needs of primary level students.
- 4) By grade three, all students are reading at grade level.
- 5) The most supportive, nurturing and custodial environment is found in grade K-5.
- 6) Teachers and support staff in grades 5 work closely with staff in grade 6 to make the transition to the junior/senior high school successful.
- 7) The entire curriculum is based upon the components identified in the SAS
 - Standards
 - Curriculum Framework –Big Ideas, Concepts (knowledge), competencies (skills), Essential Questions
 - Instruction - Best Practices

- Assessment- Summative, Formative, Diagnostic, Benchmark
- Resources and Materials

- 8) Students in grades 6-12 are encouraged to become involved in a wide range of activities
- 9) The entire district is proficiency based.
- 10) Technology is employed to enhance the skills and knowledge of students, staff and administrators.
- 11) Technology is employed to enhance the curricular offerings of the district as a supplement to the existing curricular offerings.
- 12) Teachers and administrators select, preview, participate in and evaluate all staff development opportunities.
- 13) Teachers and students are encouraged to be creative.
- 14) Instruction is a result of good design based on student needs.
- 15) The fine arts and personal fitness are emphasized for all students.
- 16) Teachers and the administrative team are informed and involved in governance issues in the district.
- 17) Once proficiency is achieved at the high school level, the school encourages its students to explore post-secondary opportunities.
- 18) The high school is not boring.
- 19) Students are encouraged to engage in activities that allow them to help others. "Children Helping Children".
- 20) The schools are inspirational and aspirational for all students, staff and administrators.
- 21) Where staff and students "feel" safe.
- 22) Achievements, milestones and life events are recognized and celebrated.
- 23) Everyone is appreciated and treated with respect.

Educational Community

The Conemaugh Valley School District is located in southern Cambria County and spans an area of approximately 22 miles with a population of 6599 according to the 2010 Census. This is approximately 300 people per square mile. The district is comprised of East Taylor and Conemaugh Townships, Franklin, East Conemaugh and Daisytown Boroughs. The student population is approximately 759 students among two buildings. Conemaugh Valley Elementary houses 424 students in Pre-K-6, and Conemaugh Valley Jr./Sr. High houses 335 students in 7-12. CVSD has approximately 16% of its population identified as Learning Support and between 1% and 2% identified as gifted. ED and LS are the two largest historically underperforming subcategories. The current economically disadvantaged percentage in the district is over 50%.

The enrollment projections for next year indicates that there will be a decrease of roughly 23 students attending the secondary school of the district. In addition, the high school building is in need of continuous updates.

Cambria County has been identified as an area where the number of deaths exceed the number of births. This has resulted in increased, aged housing stock and an overall market surplus thus decreasing housing values and concurrently real estate tax revenues. The local economy continues to present challenges to our school system and our community.

The district currently has a positive fund balance. A dedicated staff, strong leadership and community spirit will be the factors that enable the district to thrive over the years of the Comprehensive Plan.

Planning Committee

Name	Role
Rebecca Castiglione	Administrator : Professional Education Special Education
Shane Hazenstab	Administrator : Professional Education Special Education
Dawn Chase	Business Representative : Professional Education
Todd Ribblett	Business Representative : Professional Education
Kristina Curtis	Community Representative : Professional Education
Annette Rigby	Community Representative : Professional Education
Jenna Russell	Ed Specialist - Nutrition Service Specialist : Professional Education
Lauren Forosisky	Ed Specialist - School Counselor : Professional

	Education
Laurie Semelsberger	Ed Specialist - School Counselor : Professional Education
Heather Crowe	Elementary School Teacher - Regular Education : Professional Education
Susan Davis	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Teri Lentz	Elementary School Teacher - Regular Education : Professional Education
Carey Stiffler	Elementary School Teacher - Regular Education : Professional Education
Rhonda Thomas	Elementary School Teacher - Special Education : Special Education
Amy Beiter	High School Teacher - Regular Education : Professional Education
Samantha Brown	High School Teacher - Regular Education : Professional Education
Ruthann Csikos	High School Teacher - Regular Education : Professional Education
Zachary Hunter	High School Teacher - Regular Education : Professional Education
Renee Lee	High School Teacher - Special Education : Special Education
Beth Moore	Instructional Coach/Mentor Librarian : Professional Education
Allen Bixel	Middle School Teacher - Regular Education : Professional Education
Thomas Moran	Middle School Teacher - Regular Education : Professional Education
Melissa Nagy	Middle School Teacher - Regular Education : Professional Education
Brandy Franke	Parent : Professional Education
Jess Johnson	Parent : Professional Education
Elaina Kline	Parent : Special Education
Kathy Roberts	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Family and consumer science is not an elective at the primary level. We do not have alternate academic standards, we follow the PA Core Standards. We do not participate in the American School Counselor Association for Students.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing

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

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

Family and consumer science is not an elective at the intermediate level. We do not have alternate academic standards, we follow the PA Core Standards. We do not participate in the American School Counselor Association for Students.

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	Developing	Developing
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	Developing	Developing

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

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

This narrative is empty.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	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	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated	Developing

instructional time to be devoted to achieving the academic standards are identified.	
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

At the elementary level there has been progress in each of these areas. The social studies curriculum will be the concentration for this plan as we move forward.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

At the elementary level there has been progress in each of these areas. The social studies curriculum will be the concentration for this plan as we move forward. We also want to create collaboration between and among the elementary school and the junior/senior high school.

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.	Developing
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:

Staff turnover is a challenge and we seek to create procedures to streamline the transition process. We are approaching the point where the initial development is complete. We will focus on the maintenance of current courses and the formation of new courses. Our multi-year curriculum initiative is reaching a point of completion. We will then shift our focus to maintenance.

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.	Developing
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:

Staff turnover is a challenge and we seek to create procedures to streamline the transition process. We are approaching the point where the initial development is complete. We will focus on the maintenance of current courses and the formation of new courses.

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 Conemaugh Valley School District utilizes a data driven process to place students in appropriate, challenging, but not overwhelming curricular placements. Additionally, we work to strategically place teachers and support staff in situations that promote student achievement and success.

Ongoing formative data drives our decision making. When appropriate, students are referred to our Child Study Team for a review of their progress and needs. Also, when appropriate, students are referred for special education testing to determine if placement changes are necessary.

We develop professional development activities to promote collaboration between teachers, between teacher and para-educators, and administration. All staff works with current data to determine appropriate placements and modifications. We utilize coaching and guided support in the area of assistive technology for those individual students who require such devices. We provide time for the teachers to collaborate with the parents and family members of our students.

We provide modified curricular goals for the students. Our teachers provide alternate ways for students to demonstrate learning of the skills they have learned. All teachers in our school district are proficient at the modification of the assessments that are given to our students. We provide alternate materials and /or assistive technology when students needs indicate. Teachers provide instruction on functional skills in the context of typical routines within each school building. Methods of presentation are modified when necessary to ensure that the students comprehend the material that is being presented to them. We provide research based supplementary materials when necessary. Our teaching staff also adapts through the use of pre-teaching, repeating directions and extra examples.

Our teachers arrange to allow students better access to the regular school environment. When needed specific seating arrangements are developed along with individualized desks, chairs, or any other classroom furniture. Equipment is adapted when necessary by the occupational therapist and equipment provider. We adjust to the sensory inputs of our students through the use of special lighting, sound amplification and seating arrangement.

All students receive the benefit of environment benefit of classroom acoustics, heating and ventilation. Our schools are made wheel chair accessible, as well as the restrooms with the use of grab bars, ramps, etc.....

We offer in house counseling opportunities and more intensive therapy through contractual agreements with outside agencies. Students with severe behavioral issues are provided

with behavioral support plans based on their individual needs. The expectations and goals within the school can be modified to address social/behavioral issues displayed by the student.

The purpose of all of the above services, modifications, and methods of practice is to provide all students with a rigorous and standards aligned curriculum.

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Instructional Coaches

Unchecked Answers

- Department Supervisors
- Not Reviewed

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

Much of our efforts have been developed around the current teacher evaluation system.

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

We seek to improve collaboration and consultation among and between the departments.

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.	Implemented in 50% or more of district classrooms

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

We group students according to need based on multiple measure of performance including assessment and attendance. All needs are addressed through intervention and enrichment time that is embedded within the schedule. Teachers participate in year-long differentiated instruction professional development and are expected to implement these practices daily and reflect these strategies on their daily lesson plans. With a low gifted population we are constantly striving to find ways to address these needs within the regular curriculum.

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.	Implemented in 50% or more of district classrooms

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

We group students according to need based on multiple measure of performance including assessment and attendance. All needs are addressed through intervention and enrichment time that is embedded within the schedule. Teachers participate in year-long differentiated instruction professional development and are expected to implement these practices daily and reflect these strategies on their daily lesson plans. With a low gifted population we care constantly striving to find ways to address these needs within the regular curriculum.

Middle Level

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

scheduling and differentiated instruction are used to meet the needs of gifted students.	50% or more of district classrooms
-------------------------------------------------------------------------------------------------	------------------------------------

If necessary, provide further explanation. (Required explanation if column selected was *This narrative is empty.*)

High School Level

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

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.

We conduct an analysis of individual and building level needs as it relates to academic outcomes. We then target individual teachers to match student needs. Teacher schedules are based on student needs and interests.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	25.00	25.00	25.00
English	4.00	4.00	4.00

Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	2.00	2.00	2.00
Health	0.40	0.40	0.40
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.45	1.45	1.45
Electives	5.15	5.15	5.15
Minimum % Grade Required for Credit (Numerical Answer)			

Graduation Requirement Specifics

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

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

Health, Safety and Physical Education		X				X
History		X				X
Science and Technology and Engineering Education		X				X
World Language		X				X

Methods and Measures

Summative Assessments

Summative Assessments	EEP	E EI	ML	HS
Elementary teachers use teacher designed and curriculum based summative assessments.	X	X		
Secondary teachers use teacher designed and curriculum based summative assessments.			X	X

Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
Elementary teachers use Study Island, CDT's, ELA Core and Math Core, and DIBELS Next.	X	X		
Secondary teachers use Study Island, SAS portal, On-line Resources as appropriate.			X	X

Formative Assessments

Formative Assessments	EEP	E EI	ML	HS
Elementary teachers use Ticket out the Door, Written Conversation, Text Rendering, Please Do Now, Flip Charts, White Boards, Think-Pair-Shair, and Literature Circles.	X	X		
Secondary teachers use formative assessments daily. This includes: Bell Ringers, Checks for Understanding, and other real time strategies.			X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	E EI	ML	HS
Elementary teachers use CDTs, Phonemic Awareness Diagnostic, Quick Phonics Screener, and K-BIT.	X	X		
Secondary teachers use self-developed pre-tests and CDT data to determine curricular needs.			X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

When administering assessments and analyzing the results, teachers have the opportunity to review information with the Principal, departments chairs, instructional coaches and their peers to obtain feedback on assessments to ensure they are aligned to the standards. This occurs at the Elementary and Secondary Levels.

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.

We collaborate with the Intermediate Unit to develop our Local Assessment which has been evaluated by the Intermediate Unit.

Collection and Dissemination

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

At the Elementary Level, teachers utilize benchmark data to itemize the results on a data sheet and calculate percentages of mastery per standard. They then meet with their department chairs and colleagues to review the data, identify strengths and areas of need and create a plan to continue growing students who have demonstrated mastery while also addressing the needs of those who have not. With their action plans complete, teachers meet with the Principal to review what they have designed to address all students' needs. At the Secondary level, data is analyzed, compiled and distributed in a user friendly format. Individual teachers and departments utilize the information to improve student learning and performance.

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.

At the Elementary/Intermediate level, students participate in an Intervention/Enrichment to address individual needs. Teachers use data to group the students by their need and provide specific intervention and enrichment instruction. Assessment data is also used to identify students in need of intensive interventions. Teachers use multiple measures of assessment to design and deliver small group instruction according to need. Additionally, classroom and special education teachers use data to identify co-teaching opportunities and/or small group remediation.

At the Secondary level, we assign students to remediation and provide targeted assistance to improve those areas of weaknesses.

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.

At the Elementary/Intermediate level, teachers utilize assessment data aligned to standards-aligned learning objectives that identify students' mastery of specific PA standards. Teachers adjust their instruction practices based on the students' levels of mastery.

At the Secondary level, our building leaders, department chairs and individual teachers review assessment data and make adjustments accordingly.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

At the Elementary/Intermediate level, parents and community members are informed about assessment results through Meet the Teacher Night, The Fall Information Meeting, Spring Planning Meeting, and monthly PTO meetings. Teachers also share results in individual meetings, progress reports and phone calls. Teachers also share ways parents/community members are able to access results.

At the Secondary level, parents and community members are informed about assessment results through Meet the Teacher Night and Report Card Nights. We also share results in individual meetings, progress reports, and phone calls.

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

At the Elementary/Intermediate level, teachers do not distribute course planning guides to the public. We will review this concept and consider options.

At the Secondary level, we plan to incorporate the results into our Course Planner and Student Handbook.

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.

In the areas of math, science, and English/language arts, the district will use the appropriate state assessments to identify student growth. For the non-tested subjects, the district developed student learning objectives will be utilized to determine growth.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	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:

This narrative is empty.

Screening, Evaluating and Programming for Gifted Students

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

The school district's website and handbooks provide information regarding the gifted program. Additionally, pamphlets are made available.

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

The district will provide staff development regarding the procedures related to the "thought to be gifted" concept.

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

At the Elementary/Intermediate level, classroom teachers refer potential gifted students to the Guidance Counselor or the Guidance Counselor identifies potential students through standardized testing scores. Parents also have the option to refer their student for a screening. The GC then administers the K-BIT2 assessment. Based on the results the GC will consult with the school psychologist to determine if further testing should be completed. Parents must grant permission to evaluate. If identified as a gifted child, the GC, the Gifted Education Support teacher along with the classroom teachers will draft a GIEP. At the Middle/High School Level, classroom teachers refer potential gifted students to the Guidance Counselor or the Guidance Counselor identifies potential students through standardized testing scores. Parents also have the option to refer their student for a screening. The Guidance Counselor will consult with the School Psychologist to determine if further testing should be completed. Parents must grant permission to evaluate. If identified as a gifted child, the Guidance Counselor, the Gifted Education Support teacher, along with the classroom teachers will draft a GIEP.

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.

In grade 3 students thought to be gifted are referred and screened for eligibility. Once students are identified, a GIEP is written and goals are developed based on the area(s) of giftedness. Gifted students meet with the gifted teacher regularly based on their GIEP goals. This may include classroom work, field trips, enrichment opportunities outside of the classroom, and other relevant activities.

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	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	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X

Wellness/Health Appraisal	X	X	X	X
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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	X	X
Small Group Counseling-Educational planning			X	X
Small Group Counseling-Personal and Social Development	X	X		
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

We do not provide small group educational planning at the elementary level. These needs are addressed individually with students.

We do not provide small group counseling services at the junior/senior high school for personal and social needs. These needs are addressed individually with students.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	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
Social Media - Facebook, Twitter	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	E EI	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	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

At the Elementary/Intermediate level, primary level teachers participate in monthly data meetings to discuss progress of students receiving academic interventions. Teachers also have the opportunity to meet the Emotional Support/Learning Support teachers to address differing needs. Teachers meet regularly with parents to discuss concerns related to their students. Teachers have common planning time to collaborate and co-plan with their peers. The Child Study Team meets monthly to discuss all students.

At the Middle/High School level, teachers analyze data and provide appropriate interventions. Teachers also have the opportunity to meet the Emotional Support/Learning Support teachers to address differing needs. Teachers contact parents as needed to discuss concerns related to their students. The Child Study Team meets monthly to discuss all students.

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

There are currently no licensed infant/toddler centers within the district. However, the CCCDC provides a before and after school childcare program for families in the district. CVES houses two Pre-K Counts preschool classrooms who follow the strict state guidelines.

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.

Each year, CVES Transition Team hosts Kindergarten Transition meetings with families who have identified pre-school age students and the agencies serving those students to prepare them for the transition to kindergarten and coordinate the continuation of any services.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

We have accomplished in all areas except social studies. Materials are selected by teachers employing a rubric for selection.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

We have accomplished in all areas except social studies. Materials are selected by teachers employing a rubric for selection.

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

Provide explanation for processes used to ensure Accomplishment.

Our school has undergone a substantial curriculum development initiative. This has included the development of course descriptions, curriculum maps, assessment strategies and daily lesson materials.

We continue to upgrade our technology in the school. All of our students have access to the best available technological resources. We have the following process for selecting instructional resources: 1. Teacher selects resource 2. Department chair approves 3. Principal approves 4. Superintendent approves 5. School board approves 6. Implementation

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

Provide explanation for processes used to ensure Accomplishment.

Our school has undergone a substantial curriculum development initiative. This has included the development of course descriptions, curriculum maps, assessment strategies and daily lesson materials.

We continue to upgrade our technology in the school. All of our students have access to the best available technological resources. We have the following process for selecting instructional resources: 1. Teacher selects resource 2. Department chair approves 3. Principal approves 4. Superintendent approves 5. School board approves 6. Implementation

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	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered

Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Implemented in

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

Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

High School Level

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

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

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

Further explanation for columns selected "

This narrative is empty.

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.

Other

Comments:

We are in the process of implementing this program.

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	X	X	X	X

effective practice research, with attention given to interventions for gifted students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

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

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

The district provides Act 48 credits annually. Teachers attend professional development. This includes participation in The Valley Network. The Valley Network is an online collaborative development model.

District provides administrators opportunities to fulfill PILS requirements and 100% tuition reimbursement.

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

This narrative is empty.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:

8/26/2015

The LEA plans to conduct the required training on approximately:

8/26/2020 Will do future training on or around this date

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

Questions

The LEA has conducted the training on:

10/19/2015

The LEA plans to conduct the training on approximately:

10/19/2020 Will do future training on or around this date

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

Questions

The LEA plans to conduct the training on approximately:

3/8/2019

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.

Administrators use formal and information observations with all faculty and staff members as a tool to monitor professional growth and applicable PD in the classroom. The district also remains in open communication with the IU regarding PDE initiatives and sends key faculty to participate in training sessions and then share training with fellow faculty members. All PD participants are required to submit feedback directly related to each PD sessions/workshop/training etc.

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

This narrative is empty.

Induction Program

Checked answers

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

*Unchecked answers**None.*

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

The District currently participates in the Appalachia Intermediate Unit 8 *Teacher Induction Program*. Regular classroom visitations, walk through, and evaluations are conducted throughout the school year. Conferences are held to discuss goals with new employees and mentors.

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.

Regular meetings, evaluations, and conferences are held to assess how the mentor/new teacher relationship is developing. Data meetings are conducted to assess teacher strengths and weaknesses. Additionally, standard reviews of lesson plans, curriculum, and planned courses are utilized to assess effectiveness.

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.

The District provides multiple opportunities for mentors and new teachers to meet. When needed, substitutes are used to provide this mentor/mentee time. Schedules are also manipulated to afford meeting times. Additionally, mentors and new teachers are expected to conduct peer evaluations. Mentors are selected based on classroom and peer performance.

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

This narrative is empty.

Induction Program Timeline

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

If necessary, provide further explanation.

These topics are handled in both District provided and Appalachia Intermediate Unit 8 professional development and induction offerings.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Appalachia Intermediate Unit provides monitoring and evaluation for the induction program. All district implemented induction training is monitored by the building principal, mentor, and new teacher. Additionally, teacher evaluations, student achievement data, and meeting agendas document the monitoring and evaluation procedures. As with all Act 48 opportunities, an agenda and assessment component is utilized.

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: **123**

Identification Method

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

In the Conemaugh Valley School District, prior to referral for evaluation for a suspected disability, a student receives pre-referral interventions, designed by the “Child Study” or “Screening Team.” The Screening Team includes special and regular educators, a school psychologist, guidance counselor, and social worker. In the event that the student fails to show progress in response to interventions, he or she will be referred for evaluation by a multidisciplinary team.

If the student is thought to have a specific learning disability, the evaluation team follows the “discrepancy model” in the identification of learning disability. In other words, the school psychologist, who is both a required and important member of the team, examines student data for evidence of a discrepancy between ability and achievement. However, before the student is identified with a learning disability, other factors that might contribute to a gap between ability and achievement must be ruled out. These factors include hearing impairment, visual impairment, physical disability, as well as environmental and cultural factors and limited English proficiency. Information is gathered from school health and educational records to help make this determination. Further, the school psychologist administers the necessary assessments to discount intellectual deficiencies and emotional disorders as possible causes for lower-than-expected academic achievement. The school psychologist also examines information provided by teachers and parents, as well as curriculum-based and observational data.

Finally, the student’s pattern of strengths and weaknesses is examined to determine a discrepancy between ability and achievement, leading to the identification of specific learning disability.

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>

There are no disproportionate categories of exceptional students as compared to state-wide figures nor is there a discrepancy in our overall special education population.

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 Conemaugh Valley School District ensures that nonresident students residing within the district have access to the same educational programs and services provided to other district students. We currently have no agencies operating within our district that provides living arrangements for exceptional students. We do have foster parents within the district who could house students from outside of our district. Currently there are resident students living there now.

When a nonresident school age student takes up residency within the Conemaugh Valley School District, our counselors conduct a student interview and completes a complete record review. If the student is found eligible for school services, these services are immediately provided. The district requests educational records from the student's most recent district of residence and a scholastic record is established, including a plan addressing the credits required for graduation.

If records indicated that the student is identified as a student with a disability, under Pennsylvania Chapter 14: Special Education Services and Programs, the district provides a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) in accordance with state regulations. The Conemaugh Valley School District educates the student in its public schools unless through the IEP process the district and parent determine that an alternative educational setting will more appropriately address the student's educational needs. The CVSD will provide the student with FAPE and needed special education or educational services necessary in accordance with 22 PA Code Chapter 14 and IDEA or with 22 PA Code Chapter 15 and 504 of the Rehabilitation Act.

If the student is not identified as a student with a disability, a screening process, as required under Child Find may be conducted. Should the screening indicate that the student is potentially a student with a disability, the district initiates an evaluation in accordance with Chapter 14. If the student is identified as a student with a disability, the subsequent procedures are followed as per current Pennsylvania regulations.

The Conemaugh Valley School District has not experienced problems or barriers to meet obligations under Section 1306 of the Public School Code.

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).

There are currently no facilities for incarcerated students within the LEA for which the School District is responsible for ensuring that all incarcerated students are located, identified, evaluated and, when deemed eligible, offered a free appropriate public education (FAPE).

In the event the district was required to provide incarcerated student oversight, the district would collaborate with the host district, local Intermediate Unit (IU08), which provides services and oversight.

IU08 provides educational services for the host district of our county prison. IU08 procedures include meeting with County Prison officials weekly to check inmate rosters for students that potentially qualify for educational services under *Brian B.v. Commonwealth of PA*. Students are interviewed and asked to participate in the program. The IU contacts the district of residence for records and to coordinate the course of study for students. Based on their screening results the IU conducts an evaluation, when appropriate, in accord with Chapter 14 and IDEA requirements and procedures. For identified students, their IEP's are followed and data is reviewed and collected from the student, teachers, parents, and district representatives to determine appropriate programs/services.

Least Restrictive Environment

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

The Conemaugh Valley School District has significantly surpassed the SPP target for Special Education inside the regular class 80% or more. The Conemaugh Valley School District provides each special education student with an appropriate education within and outside of the regular classroom environment appropriate to individual student's strengths and needs. Prior to evaluation for special education, pre-referral strategies are provided at

both the elementary and secondary level. If a parent requests an evaluation, the regular education pre-referral team is involved to obtain current levels of functioning in the regular education curriculum and to determine what instructional strategies are effective. The multidisciplinary team carefully reviews current levels of functioning and how the student functions within the regular education curriculum to assist in the determination of the type and amount of Special Education services.

The Conemaugh Valley School District first considers the regular education classroom and curriculum with supplementary aids and services when determining placements for students with disabilities, which include special education teacher and paraeducator support. Students receive instruction and services outside the regular education classroom and/or curriculum only when student needs are so severe that he or she will receive little to no benefit from inclusion; when the provision of necessary supports and/or services is so costly as to significantly affect the educational opportunities of the other students; or when the student is so disruptive as to significantly impair the education of other children in the class.

Collaborative, instructional, social-behavioral and/or physical aids and services are considered in planning for inclusion. District leadership supports the provision of supplementary aids and services in the regular education classroom through coordinating staff schedules and responsibilities; provision of professional opportunities for teachers, paraprofessionals, related service providers and others; providing opportunities for problem-solving and planning, coaching and mentoring; and developing positive relationships with families. New initiatives, programs and materials are evaluated according to the principles of universal design for learning prior to implementation within the district.

To keep our veteran teaching staff and new teaching staff (regular educators and special education educators), as well as paraeducators, abreast of the various co-teaching techniques, on-site training has been provided. The consultants from the Intermediate Unit have been utilized and will continue to be utilized to provide training in this area. Some members of our special education staff have also attended conferences conducted by PaTTAN to enhance their collaborative efforts.

All of the paraeducators completed 20 hours of training this year of which all have been trained in areas to maximize their skills and inclusionary practices. Most of this training was prepared and presented by the staff of consultants at IU08 through online training. Our paraeducators have been part of our teacher in-services; attending sessions that enhance inclusionary practices.

A bonus to our evolving inclusionary efforts is that any and all students within the regular classes have access to the additional teacher and paraeducator support. This practice greatly helps dissolve any stigma still attached to special education identification by allowing regular education students to request support from the special educator or paraeducator in attendance.

Assistive technology specialists, physical and occupational therapists, contracted through the IU08 or private agencies, provide training to teachers on a regular basis on the use of assistive devices for students with physical disabilities or sensory impairments.

In the event that a student is placed in alternative educational programming, the district continues to play an active role in the student's educational program. The district receives progress reports, assists in the coordination of IEP meetings, attends IEP meetings, evaluates student progress, and communicates with appropriate alternative education staff. Students are encouraged to do well in alternative education settings so that they may return to the regular education environment. Use of this type of programming has declined due to supports provided in our local schools.

Similarly, when students are placed by their families in nonpublic schools or placed by the IEP team in out-of-district classrooms or approved private schools, the district continues to play an active role in the student's program by attending IEP meetings, receiving and evaluating progress reports, and communicating with the appropriate staff.

Special education is provided in different types of settings within the boundaries of our school district (itinerant, supplemental) within and outside of the regular class. It also is provided in settings outside of our district (IU programs, alternative programs, and approved private schools) where the needs of the student requires these types of services.

To ensure that the student receives the maximum amount of instruction from the various types, levels, and locations of special education; a full range of supplementary aids and services are provided. The list of supplementary aids and services can be endless based on the students' needs and creativity of the IEP team.

Some of the Supplementary Aids and Services (SaS) provided across the special education spectrum in place for Conemaugh Valley students could include the following...

1. Schedule time for coplanning and team meetings.
2. Instructional arrangements that support collaboration (e.g., coteaching, paraprofessional support).
3. Professional development related to collaboration.
4. All school personnel collaborate in the development and delivery of SaS.
5. Providing modified curricular goals.
6. Providing alternate ways for students to demonstrate learning.
7. Providing test modification.
8. Providing alternate materials and/or assistive technology (e.g., materials on tape, transcribe text into Braille, large print, alternate computer access).
9. Changing method of presentation.
10. Providing research-based supplementary materials.
11. Furniture arrangement in environments.
12. Specific seating arrangements.
13. Adaptive equipment.

14. Structural Aids (e.g., wheelchair accessibility, trays, grab bars).
15. Counseling supports.
16. Individualized behavior support plans.
17. Cooperative learning strategies.

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 Conemaugh Valley School District believes in the use of positive behavior support. The policy is designed to enable children with individualized educational programs (IEPs), who need a behavior support program, to benefit from their free appropriate education program (FAPE) within the least restrictive environment (LRE) in accordance with the requirements of Pennsylvania's Chapter 14 Regulations.

Positive measures, rather than negative, form the basis of a behavior support program to ensure that all students are free from demeaning treatment, the use of aversive techniques (activities designed to establish a negative association with a specific behavior), and the use of unreasonable restraint. The policy is designed to enable students with individualized educational programs (IEPs), who need behavior support (the development, change and maintenance of selected behaviors through the systematic application of behavior change techniques), to benefit from their free appropriate education program (FAPE) within the least restrictive environment (LRE) in accordance with the requirements of federal and state laws and regulations.

Conemaugh Valley assures that it will provide adequate training and support to appropriate personnel in the use of specific procedures, methods and techniques as outlined in Pennsylvania's Chapter 14 and PDE Guideline for Effective Behavior Support. Training will be updated as appropriate.

The superintendent or designee is responsible for ensuring that (1) agreed upon behavior support plans within IEPs for students are implemented in consistent manner, and (2) this policy is implemented in compliance with Pennsylvania's Regulations.

Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment. Behavior support programs and plans must be based on a functional assessment of behavior and utilize positive behavior techniques. When an

intervention is needed to address problem behavior, the types of intervention chosen for a particular student shall be the least intrusive necessary. The IEP team shall develop positive behavior support plans for students with disabilities who require specific intervention to address behavior that interferes with learning. The plan shall be based on a functional behavior assessment and be part of the IEP. These plans must include methods that utilize positive reinforcement and other positive techniques to shape a student's behavior, ranging from the use of positive verbal statements as a reward for appropriate behavior to specific tangible rewards. Effective techniques to modify the contextual influences of behavior, teach socially appropriate alternative skills, and reduce problem behavior will be employed.

Restraints of any type to control behavior will not be allowed within our programs except for self injurious situations. Physical contact with a student only escalates the situation when the student is in heightened state of emotion, in our opinion, and may have negative consequences on the interpersonal relationship between the student and the staff member. Restraining a student has also been found to erode the relationship between the school and the student's family. There are no positives coming from the use of physical restraints.

The Conemaugh Valley School District has the responsibility for ensuring that positive behavior support programs are developed correctly through the training of personnel in the areas of positive behavior supports and de-escalation techniques through non-violent crisis intervention training as well as knowledge and understanding of the characteristics of exceptional students. De-escalation techniques, through non-violent crisis intervention, will be made available to our staff through IU08 consultants twice per year so that teachers can keep their credentials current.

At the elementary and secondary levels, guidance counselors provide support, on an as-needed basis, to both identified and unidentified students, in order that issues are resolved early before escalating into crises, and as a result, all students are able to function effectively in the general education environment. In addition, two certified special education teachers provides ongoing support to students who are identified with emotional disorders and/or autism.

Our school district not only provides its own staff to address students' emotional or behavioral concerns, but it also contracts with the Learning Lamp, a private agency, to provide social work services. The Learning Lamp social worker provides support to students with IEPs, as well as brief counseling to "at risk" students without IEPs, who may need temporary assistance because of life circumstances. Consequently, many students and families are helped before minor issues develop into major concerns that may require evaluation for special education services.

Although the Conemaugh Valley School District currently has an intensive behavioral support program staffed by well-qualified personnel, the district also has plans to train all staff in specific positive behavioral support practices through personnel development in the future.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Conemaugh Valley School District has no student or disability category for which it is having difficulty ensuring FAPE at this time. If the school district was having difficulty ensuring FAPE for a student in a particular disability category, the IEP team would reconvene to evaluate the selected placement. The team would analyze the educational program, benefits, and services available to ensure that any placement decision ensures FAPE. Following determination of an appropriate placement, the IEP serves as a plan of appropriate education reasonably designed to meet the individual needs of the student and ensure FAPE. The district will utilize an interagency approach to resolve and locate educational placements and services for hard to place students with disabilities. To assist in identifying and securing services outside of the school, a Social Worker has been part of our team to be used by the school and family.

The school district has available through the Intermediate Unit 08, if needed, the services of an interagency coordinator who can be contacted when needed and is available to provide training and consultation as to outside service and agencies. We have found that this coordinator has experiences, gained from other districts, which is invaluable.

The LEA will identify and report to the PA Department of Education all students for whom we are experiencing difficulty providing appropriate educational services. In the event the interagency team is not able to identify an appropriate placement, program or services, and the barriers involve funding or policy issues, the Regional Interagency Coordinator will request assistance from the Bureau of Special Education and the Department of Public Welfare.

The School District collaborates with all local child servicing systems that assist in providing supports or programming for students with disabilities. Interagency and/or CASSP meetings are scheduled as needed to coordinate services. District guidance counselors collaborate with BH/ID, Children and Youth Services and other county agencies as needed. A mental health counselor provides brief counseling and assists at the Elementary and Jr/Sr High School with referrals to outside services. Student assistance programs have been implemented at the Jr/Sr High School. Involved agencies are invited to attend IEP meetings and other meetings when appropriate.

The school district collaborates with all county child service agencies to provide supports and programming for students. These agencies are invited to attend IEP meetings and other meetings when appropriate. The Special Education Supervisor and/or guidance counselors attend agency meetings when appropriate. Students may receive services from multiple agencies both during the school day and after hours. Student assistance programs,

probation, BH/ID, CYS and social service agencies are examples of collaborative relationships the LEA has developed to better serve students and families within the school district. We have also been networking with our neighboring school districts to share services and programs so that programs and services can be provided locally at a reasonable expense to all involved. We have recently acquired psychological and social work services in this manner, to provide better service to our students.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
IU08 Classroom at Forest Hills Elementary School	Neighboring School Districts	Full-Time Life Skills	3
IU08 Bridge Program	Other	Full-Time Life Skills	1
Children's Behavioral Health Institute	Other	ES	1
Cambria County Association for the Blind and Handicapped	Other	Work Site	1
Goodwill Industries Learn II Work	Other	Work Site	1
ACRP Alternative School	Other	Itinerant and supplemental emotional support	1
AYS	Other	Itinerant emotional and learning support	1
IU 08 Classroom at Windber Jr/Sr High School	Neighboring School Districts	Supplemental MDS	1
ACRP St. Michaels	Other	Emotional Support	1
Learning Lamp at Forest Hills Elementary School	Other	Emotional Support and Learning Support	1
IU 08 Classroom at Forest Hills Jr/Sr High School	Neighboring School Districts	Supplemental Life Skills	1
Westmont Jr/Sr High School	Neighboring School Districts	Supplemental Life Skills	2
Pressley Ridge	Other	Full Time emotional and learning support	2

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	5	0.7
Locations:				
Conemaugh Valley Elementary	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	8 to 11	1	0.3
Locations:				
Conemaugh Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 23, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	6	0.8
Justification: The grouping of students will not exceed more than 3 years per group.				
Locations:				
Conemaugh Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 12	1	0.2
Justification: The grouping of students will not exceed more than 3 years per group.				
Locations:				
Conemaugh Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 23, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	8	0.7
Justification: The grouping of students will not exceed more than 3 years per group.				

Locations:				
Conemaugh Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	1	0.3
Justification: The grouping of students will not exceed more than 3 years per group.				
Locations:				
Conemaugh Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	4	0.7
Locations:				
Conemaugh Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	1	0.3
Locations:				
Conemaugh Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 23, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 18	10	0.4
Justification: Due to student schedules and teacher schedules, we were unable to develop classes that would fall within the age requirement. We have received, and will continue to receive as appropriate, age waivers so that these classes can be operational. This teacher will be the teacher of record for general education classes 0.2 of the day.				
Locations:				
Conemaugh Valley	A Junior/Senior High	A building in which General		

Jr./Sr. High School	School Building	Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 18	2	0.4
Justification: Due to student schedules and teacher schedules, we were unable to develop classes that would fall within the age requirement. We have received, and will continue to receive as appropriate, age waivers so that these classes can be operational.				
Locations:				
Conemaugh Valley Jr./Sr. High School	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: Position

Implementation Date: August 23, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 18	9	0.4
Justification: Due to student schedules and teacher schedules, we were unable to develop classes that would fall within the age requirement. We have received, and will continue to receive as appropriate, age waivers so that these classes can be operational. This teacher will be the teacher of record for general education classes 0.2 of the day.				
Locations:				
Conemaugh Valley Jr./Sr. High School	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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 18	6	0.4
Justification: Due to student schedules and teacher schedules, we were unable to develop classes that would fall within the age requirement. We have received, and will continue to receive as appropriate, age waivers so that these classes can be operational.				
Locations:				
Conemaugh Valley Jr./Sr. High School	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: Position

Implementation Date: August 23, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	34	0.6
Justification: Teacher is seeing students on an individual basis whereby they are not pulled into a supplemental type situation.				
Locations:				
Conemaugh Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 16	4	0.1
Locations:				
Conemaugh Valley Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	13 to 18	6	0.5
Justification: Teacher is seeing students on an individual basis whereby they are not pulled into a supplemental type situation. This teacher will also provide community based instruction (CBI) to approximately 3 students at an estimated frequency of four hours per month.				
Locations:				
Conemaugh Valley Jr./Sr. High School	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
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 18	1	0.2
Justification: The grouping of students will not exceed more than 4 years per group.				
Locations:				
Conemaugh Valley Jr./Sr. High School	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	5 to 12	1	0.2
Justification: This is an itinerant program whereby the Autistic Support Teacher sees one student at a time.				
Locations:				
Conemaugh Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 12	1	0.1
Justification: The grouping of students will not exceed more than 3 years per group.				
Locations:				
Conemaugh Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 23, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	13 to 18	1	0.02
Justification: Teacher will be working with individual students.				
Locations:				
Conemaugh Valley Jr./Sr. High School	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	Deaf and Hearing Impaired Support	5 to 12	1	0.02
Justification: Teacher will be working with individual students				
Locations:				
Conemaugh Valley Elementary School	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: Position

Implementation Date: August 23, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 18	15	0.6
Justification: This is an itinerant program whereby the emotional support teacher sees one student at a time.				
Locations:				
Conemaugh Valley	A Junior/Senior High	A building in which General		

Jr./Sr. High School	School Building	Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 18	1	0.1
Justification: The grouping of students will not exceed more than 4 years per group.				
Locations:				
Conemaugh Valley Jr/Sr High School	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	5 to 12	6	0.2
Justification: This is an itinerant program whereby the emotional support teacher sees one student at a time.				
Locations:				
Conemaugh Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 12	1	0.1
Justification: The group of students will not exceed more than 3 years per group.				
Locations:				
Conemaugh Valley Elementary School	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: August 23, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 18	8	0.4
Justification: Due to student schedules and teacher schedules, we were unable to develop classes that would fall within the age requirement. We have received, and will continue to receive as appropriate, age waivers so that these classes can be operational. This teacher will be the teacher of record for general education classes 0.2 of the day.				
Locations:				
Conemaugh Valley Jr./Sr. High School	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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 18	5	0.4
Justification: Due to student schedules and teacher schedules, we were unable to develop classes that would fall within the age requirement. We have received, and will continue to receive as appropriate, age waivers so that these classes can be operational.				

Locations:				
Conemaugh Valley Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 23, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 18	11	0.4
Justification: Due to student schedules and teacher schedules, we were unable to develop classes that would fall within the age requirement. We have received, and will continue to receive as appropriate, age waivers so that these classes can be operational. This teacher will be the teacher of record for general education classes 0.2 of the day.				
Locations:				
Conemaugh Valley Jr./Sr. High School	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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 18	4	0.4
Justification: Due to student schedules and teacher schedules, we were unable to develop classes that would fall within the age requirement. We have received, and will continue to receive as appropriate, age waivers so that these classes can be operational.				
Locations:				
Conemaugh Valley Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Paraeducator	Conemaugh Valley Elementary	0.5
Paraeducator	Conemaugh Valley Elementary	0.8
Paraeducator	Conemaugh Valley Elementary	1
Paraeducator	Conemaugh Valley Elementary	1
Paraeducator	Conemaugh Valley Elementary	1
Paraeducator	Conemaugh Valley High School	0.8
Paraeducator	Conemaugh Valley High School	1
Paraeducator	Conemaugh Valley High School	1
Paraeducator	Conemaugh Valley High School	1

Paraeducator	Conemaugh Valley High School	1
Personal Care Aide	Windber Jr/Sr High School - IU08 Class	1
Personal Care Aide	Forest Hills Middle School - IU08 Class	1
Personal Care Aide	Greater Johnstown CTC - IU08 Class	1
Special Education Secretary	Conemaugh Valley High School	1
Special Education Coordinator	Conemaugh Valley Elementary and Jr./Sr. High School	0.6

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapist	Outside Contractor	1 Days
Occupational Therapy	Outside Contractor	3 Days
Social Worker	Multiple LEA (School Districts or Charter Schools)	2 Days
Psychologist	Multiple LEA (School Districts or Charter Schools)	2 Days
Assistive Technology	Intermediate Unit	30 Minutes

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

After reviewing the school level data, it is clear that the District needs to continue a focus on developing teachers in terms of instructional delivery, planning, and leadership capacity. Furthermore, an emphasis on developing a growth mindset and providing sustained, systematic growth for all learners.

District Accomplishments

Accomplishment #1:

Over the past five years, the new elementary building has provided our students with a variety of educational opportunities and activities that enhance our district and carry over into the high school level.

Accomplishment #2:

The Conemaugh Valley School District made several additions to the Elementary Curriculum. Students will now receive instruction in Music, Health and Physical Education, Library Media, Technology, Art and STEM Enrichment.

At the high school level, we have created new elective courses that we are proud to offer our students.

Accomplishment #3:

The Conemaugh Valley School District upgraded technology in both school buildings. A complete infrastructure overhaul was completed including connecting the buildings with fiber. All teacher computers were upgraded. The District purchased 225 Chromebooks to be utilized in the Core subject areas (Math, Language Arts, Science, and Social Studies) and Special Education. At the high school we are approaching a point of being one-to-one with Chromebooks. At the elementary, 1st-6th grade is one-to-one with Chromebooks. Pre-K and Kindergarten are one-to-one with Apple Ipads. An emphasis has been place on utilizing Google Chrome and various Apps. The District has

formed a valuable, working relationship with the Windber Area School District and Inshore Technologies.

Accomplishment #4:

The District's data reveals academic growth in several areas. For example, graduation rate, vocational technical school testing, and the learning support subgroup have shown improvement.

District Concerns

Concern #1:

Reading overall is an area of concern; 37.1% of all elementary students were not proficient in the area of reading.

Concern #2:

At CVES, 76% of the students in the Learning Support subgroup were not proficient in English Language Arts/Literature in 2018.

Concern #3:

In 2017-2018, 43% of CVHS students did not meet the Mathematics/Algebra Growth Expectations of the PA Future Ready Index.

Concern #4:

Based on the 2017-2018 data, CVHS students are not meeting proficiency targets on the Standardized Test Scores in Science/Biology.

Concern #5:

We continue to see a decline in the overall performance in proficiency rates in 4th, 5th and 6th grade math.

Concern #6:

Based on the 2017-2018 data, a statistically significant number of students do not score advanced on PSSA and Keystone exams.

Prioritized Systemic Challenges

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

Aligned Concerns:

At CVES, 76% of the students in the Learning Support subgroup were not proficient in English Language Arts/Literature in 2018.

Systemic Challenge #2 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: Teacher lesson plans, unit plans, and curriculum. Student achievement data.

Specific Targets: Data will indicate growth for all students. Student achievement indicators as related to the PSSA and Keystone testing.

Strategies:

Curriculum Mapping

Description: A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Implementation Steps:

Course Learning Objectives

Description:

Teachers will continue to develop end of unit and end of course learning objectives.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Implement a Standards based, unit plan approach to curriculum

Description:

The high school faculty will take responsibility to implement a standards based, unit plan approach to curriculum.

Start Date: 7/1/2019 **End Date:** 6/30/2022

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

Supported Strategies:

- Curriculum Mapping

Standards Based Common Assessments

Description:

The use of many and varied assessments has been found to be an effective gauge of learning. Teachers will develop, implement common assessments and will share the results with the teachers of a common grade level or subject area. This will impact all teachers and will provide rich data for analysis of student learning.

Start Date: 7/1/2019 **End Date:** 6/30/2022

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

Supported Strategies:

- Curriculum Mapping

Goal #2: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: Student achievement data, intervention data, diagnostic testing, and TEAM collaboration.

Specific Targets: Having all students on grade level by the third grade. RTII intervention data.

Strategies:

School Wide Positive Behavior Support Team

Description:

Teachers and key support personnel will utilize data in regularly scheduled meetings to determine appropriate interventions for individual students. Interventions will be based on individual data and need and will increase in intensity as needed.

This early detection system will help to ensure that we address concerns as soon as they are identified.

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

Implementation Steps:***Targeted Interventions*****Description:**

The district will develop reasonable interventions that will address the needs of students. This supportive environment will promote student success.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education

Supported Strategies:

- School Wide Positive Behavior Support Team

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	Strategy #1: Curriculum Mapping
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2019	6/30/2022	Implement a Standards based, unit plan approach to curriculum	The high school faculty will take responsibility to implement a standards based, unit plan approach to curriculum.	Shane Hazenstab	3.0	6	80	Tri-State Study Council and University of Pittsburgh	College or University	No

Participants will:

- Work to finalize and implement their curriculum work
- Work with consultant and instructional coach to house/store their curriculum materials
- Work to align their curriculum both vertically and horizontally

Knowledge

Supportive

A standards aligned curriculum has been found to be an effective tool to increase student achievement

Research

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

Training Format

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Department Focused Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
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	New Staff	High (grades 9-12)
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p>
		Evaluation Methods

District Level Affirmations

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

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

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).

Affirmed by Dave Lehman on 4/27/2018

Board President

Affirmed by Dave Lehman on 4/27/2018

Superintendent/Chief Executive Officer