Central Valley SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

160 Baker Road Extension
Monaca, PA 15061
(724)775-5600
Superintendent: Nicholas Perry
Director of Special Education: Erin Park

Planning Process

Purpose

- Collaborative approach to school improvement planning that engages our entire school community

Staff Presentation (August 2018)

- Overview of the Comprehensive Planning Process

- Solicitation of Steering/Subcommittee members

Staff Community Survey (September 2018)

- Open to public

- Focused to solicit feedback about the district's perceived strengths and challenges

- Building specific disaggregate of survey data

- All feedback shared with the comprehensive planning steering committee

Steering Committee Formation (September 2018)

- Contacted previous Steering Committee members for participation

- Solicited interest for open subcommittee seats

- District selected members

- Membership from the following groups: Board members, administrators, teachers, paraprofessionals, parents, students, local business and community representatives (may include local higher education institutions)

Subcommittee formation (September 2018)

- **Professional Education** - Develop a professional education plan for staff to address on-going professional development needs and a teacher induction for newly hired teachers (based on PDE guidelines).

- **Safe and Supportive Schools** (Guidance and Health) - Review current student services offered within the district; develop a plan to address/improve these services which support the instructional program by reducing barriers confronting students and help students attain their educational and career goals

- **Instruction** - Review current instructional strategies to insure standards aligned instruction and consistency between classrooms, grades, subjects and/or programs; review current instructional strategies to insure responsiveness to student needs; develop a plan to address/improve instructional practices within the district.

- **Curriculum and Standards** - Review and identify the status of mapping and aligning district curricula to all state academic standards as cited in Chapter 4; develop a plan to address/improve curriculum alignment within the district.

- **Assessment** - Review how current assessment practices are used to improve student achievement and to provide appropriate challenges for all students at their instructional levels; develop a plan to address/improve assessment practices within the district.

- **Communication** - Develop a plan to address the long range communication procedures and needs of the district.

Timeline

September/October/November 2018

- Finalize Comprehensive Plan Steering Committee membership

- Board action on Comprehensive Plan Steering Committee membership

- Facilitate initial Comprehensive Plan Steering Committee work sessions

- Subcommittee meetings

- Drafting Subcommittee Plans

- Post Subcommittee progress on website for public view

- Steering committee meets monthly

- Share District and Subcommittee plans with Community and Obtain Public Feedback

- Draft placed on website for public review

- Refinements to Comprehensive Plan

- Board action on Comprehensive Plan

- Final submission to PDE prior to November 30, 2018

December 2018

- PDE review of CVSD Comprehensive Plan

- District collaborates with PDE Team of Reviewers

- PDE Approval/Acceptance

July 1, 2019 and beyond

- Implementation of CVSD Comprehensive Plan

- Ongoing identification of District and School level strengths and challenges associated with identified goals

- Record evidence of implementation and effectiveness of district action plans (including revisions)

Mission Statement

The Central Valley School District is **committed to educational excellence**.

Vision Statement

The Central Valley School District **will be the leading educational model fostering individual success for all students**.

Shared Values

1. We believe education is a collaborative partnership among students, staff, family and community members.

2. We believe students, staff, family and community members are accountable for educational excellence.

3. We believe all students can learn and achieve success.

4. We believe every student deserves an exemplary education that meets his or her individual needs.

5. We believe a positive learning environment and high expectations challenge students to reach their highest individual potential.

6. We believe quantifiable and measurable goals are established and met through evidence-based and data-driven decision making.

7. We believe integrity, honesty and transparency are the foremost priorities in the education of all students.

8. We believe technology integration enhances the learning environment.

9. We believe students learn best from highly qualified, dedicated professionals who implement innovative teaching practices.

Educational Community

The Central Valley School District was formed on July 1, 2009, as a result of the first voluntary school merger in Pennsylvania. The district is located in central Beaver County and is situated approximately twenty-five miles northwest of Pittsburgh, Pennsylvania. It encompasses approximately 24.7 square miles and is comprised of Center Township, Monaca Borough, and Potter Township. The northern border of the district runs along the Ohio River. Portions of Interstate 376 and state roads Route 18 and Route 51 run through the district's communities and provide local and interstate roadway access for the residents.

As reflected in the 2010 U.S. Census data, the total school district community population was 17,971 residents. Center Township, which was the largest in terms of geographic area (15.4 square miles), had the largest population of 11,795 residents. Monaca Borough, physically the smallest community (2.4 square miles), had the 2nd largest population total at 5,628 residents. Potter Township, while 2nd in the total land area (6.9 square miles), had the smallest population with 548 residents. The median household income in each community was as follows: Center Township ($50,071), Monaca Borough ($33,706), and Potter Township ($48,438). Each community has various businesses and resources available to the district's residents. In addition to the Beaver Valley Mall several large retailers (Rural King, Harbor Freight, CVS, Family Dollar, Lowe's, Staples, Target, Wal-Mart, Kohls, Marshalls), along with a number of small businesses are positioned throughout the district. Several national hotel chains (e.g., Holiday Inn Express, Hampton Inn, Comfort Suites) operate in the community as well. Various professional and medical office buildings, as well as a Beaver County Transit Authority terminal, is located within the district's boundaries. Manufacturing complexes (such as Phoenix Glass, ATI Monaca, Moor Industrial Park) and large international corporation

plants (Nova Chemical and BASF) are situated in close proximity to the Ohio River within the district. The Pennsylvania State University – Beaver Campus, the Community College of Beaver County (CCBC), the Beaver Valley Intermediate Unit (IU #27), the Beaver County Career and Technical Center (BCCTC), Gateway Rehabilitation Center, the Beaver County Rehabilitation Center and a local office of the United State Postal Service all can be found within Central Valley School District. Churches of various denominations, community parks, a public library, and local fire and police departments serve one or more of the district's residential areas.

The school district is physically comprised of four buildings: Center Grange Primary School (K-2), Todd Lane Elementary School (3-5), Central Valley Middle School (6-8), and Central Valley High School (9-12). Three of the schools are physically situated in Center Township, with Central Valley Middle School being located in Monaca Borough. All students are bused to the school complexes. As of the 2018-2019 school year the district's Third-Day Enrollment had 2,349 students enrolled.

- Center Grange Primary School (Grades K-2) – 530 students
- Todd Lane Elementary School (Grades 3-5) – 548 students
- Central Valley Middle School (Grades 6-8) – 579 students
- Central Valley High School (Grades 9-12) – 692 students

Enrollment by Ethnicity

- American Indian/Alaskan Native - 0.0%
- Asian - 0.2%
- Black - 5.8%
- Native Hawaiian or other Pacific Islander - 0.2%
- Hispanic - 1.2%
- White - 90.0%
- 2 or More Races - 2.5%

Enrollment by Student Groups

- Economically Disadvantaged – 29.0%
- English Language Learner – 0.3%
- Special Education – 12.3%
- Gifted – 1.6%

Enrollment by Gender

- Male – 50.5%

- Female – 49.5%

Center Grange Primary School was designed to deliver appropriate educational programming to children in the K-2 environment in preparation for the transition to grade 3 at Todd Lane Elementary School. A half-day kindergarten program is currently offered to the district's five-year-old students with an option for extended full-day kindergarten services for students who demonstrate a need for additional instructional support.

Todd Lane Elementary School serves students in grades 3-5. All elementary students (grades 1-5) are provided the full complement of core courses, practical and fine arts – music, physical education, computer, technology education (STEM), art, library – and additional instructional time for remediation and enrichment as deemed necessary. The C.A.R.E. Program is a latchkey program for parents seeking a safe and nurturing environment for their children before and after school hours. It is located in the Todd Lane Gymnasium/Cafeteria.

Central Valley Middle School was created through collaboration between faculty, administration, parents, and students as a major project during the formation of the Central Valley School District. The middle school concept permeates the entire facility through curricular and co-curricular activities planned and delivered by teams over a nine-period school day. The middle school operates utilizing a true middle school concept that includes teaming, exploration activities, clubs, and age-appropriate programming.

Central Valley High School offers a strong, relevant curriculum for students in grades 9-12. Juniors and seniors have the option of attending the BCCTC for vocational education programs. The high school operates a modified block schedule in which students take four daily block courses each semester plus a mid-day option for students to choose from courses that run all year. Advanced Placement (AP) and honors courses are offered in most disciplines to challenge our most educationally ambitious students. College-in-High-School courses, along with dual enrollment offerings at Penn State Beaver, provide students an opportunity to earn college credits prior to graduating from high school. Consistent with our commitment to developing the whole child, 16 varsity sports are offered to students, as well as numerous clubs and school activities, including an annual musical, choral and band programs, field trips and dances.

Within the district, the instruction is provided by a highly qualified teaching staff. As of the 2013-2014 school year, 50% of the district teachers had earned a Master's degree; 1 teacher had earned a Doctorate degree; while 52.4% of all teachers had earned two (2) or more certifications. Central Valley embraces technology and believes that we must enhance our instruction with these tools to compete and prepare our students for a global economy. As of the 2017-2018 school year, every student in grades K-12 has been provided an iPad.

In 2011-2012, the district developed the Central Valley Cyber Academy to provide students access to online learning opportunities. Students can choose to participate full time in a cyber-education environment, take cyber courses for enrichment or acceleration purposes, or engage in a blended approach by taking some courses at the high school and others in their home via online delivery. The Central Valley Cyber Academy has grown to service over 90 students since its inception.

Planning Committee

Name	Role
Brian Dolph	Administrator : Professional Education Schoolwide Plan
Christina Feragotti	Administrator : Professional Education Special Education Schoolwide Plan
Carla Kosanovich	Administrator : Schoolwide Plan
Shawn McCreary	Administrator : Schoolwide Plan
Nicholas Perry	Administrator : Professional Education Schoolwide Plan
Kelly Sherbondy	Administrator : Schoolwide Plan
Mark Vukovcan	Administrator : Schoolwide Plan
Donna Belcastro	Board Member : Schoolwide Plan
Tom Mowad	Board Member
Nicholas Unis	Board Member : Schoolwide Plan
Shawn McCreary	Business Representative : Professional Education
Joe Minnitte	Business Representative : Professional Education Schoolwide Plan
Maryann Kostelic	Community Representative : Special Education
Mario Leone	Community Representative : Professional Education Schoolwide Plan
Mary Catherine Scuilli	Community Representative : Professional Education Schoolwide Plan
Ed Eimiller	Ed Specialist - Instructional Technology : Professional Education Schoolwide Plan
Bristal Ellefson	Ed Specialist - School Counselor : Schoolwide Plan
Debbie Kuntz	Ed Specialist - School Counselor
MaryJo Wood	Ed Specialist - School Nurse
Renee Aubele	Ed Specialist - School Psychologist : Professional Education Schoolwide Plan
Lindsay Kisucky	Ed Specialist - School Psychologist : Special Education

Amy Abrams	Elementary School Teacher - Regular Education : Schoolwide Plan
Jennifer Bechdel	Elementary School Teacher - Regular Education : Special Education
Marie King	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Virginia Marchionda	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Megan Roperti	Elementary School Teacher - Regular Education : Schoolwide Plan
Beth Rosatone	Elementary School Teacher - Regular Education
Cher Balestrieri	Elementary School Teacher - Special Education : Special Education
Elyse Fenstermacher	Elementary School Teacher - Special Education : Special Education
Monica Sturm	Elementary School Teacher - Special Education : Special Education
Ray Antonelli	High School Teacher - Regular Education
Stacey Brown	High School Teacher - Regular Education : Schoolwide Plan
John Hineman	High School Teacher - Regular Education : Professional Education
William King	High School Teacher - Regular Education : Special Education
Lindsey McCracken	High School Teacher - Regular Education
Tracy Whipkey	High School Teacher - Regular Education : Professional Education
Jennifer Lupinacci	High School Teacher - Special Education : Schoolwide Plan
Jennifer Unger	Instructional Coach/Mentor Librarian : Special Education
Christine Carroll	Middle School Teacher - Regular Education : Schoolwide Plan
Anne Drake	Middle School Teacher - Regular Education : Professional Education
Lindsay Grimm	Middle School Teacher - Regular Education : Professional Education
Cindy Turley	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Krista DiBiagio	Middle School Teacher - Special Education : Special

	Education
Keith Bielby	Parent : Professional Education Schoolwide Plan
Nancy Bowman	Parent : Professional Education Schoolwide Plan
Leah Kennelly	Parent : Schoolwide Plan
Beth Thompson	Parent : Schoolwide Plan
Lewis Zellman	Parent : Schoolwide Plan
Erin Park	Special Education Director/Specialist : Special Education Schoolwide Plan
Ned Mitrovich	Student : Schoolwide Plan
Brooke O'Neill	Student : Schoolwide Plan
Emma Thompson	Student : Schoolwide Plan
Jaxon White	Student : Schoolwide Plan
Maryann Kostelic	Transition Coordinator : Special 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	Needs Improvement	Needs Improvement
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Needs Improvement	Needs Improvement
PA Core Standards: Mathematics	Developing	Developing
Economics	Non Existent	Non Existent
Environment and Ecology	Needs Improvement	Needs Improvement
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Needs Improvement	Needs Improvement
Health, Safety and Physical Education	Developing	Developing
History	Needs Improvement	Needs Improvement
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Non Existent	Non Existent
Early Childhood Education: Infant-Toddler→Second Grade	Needs Improvement	Needs Improvement
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

The following classificatios are non-existent in the Primary Center:
1. Common Core Standards Literacy in Histroy/Social Studies - We are embedding ELA & Math standards into our History/Social Studies curriculum and lesson plans.
2. Economics and Family & Consumer Sciences - Is not taught in the Primary Center.
3. Interpersonal Skills - Addressed through guidance education.
4. School Climate - Implementing Postive School Wide Behavior Plan next year with the intention to implement a new anti-bullying program in correlation with improving school

climate.

Elementary Education-Intermediate Level

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

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

The following classifications are non existent at the elementary school:
1. Common Core Standards Literacy in History/Social Studies - We are embedding Common Core ELA and Math standards into our History/Social Studies curriculum and lesson plans.
2. Economics and Family Consumer Sciences - Is not taught at the elementary level.
3. Interpersonal Skills - Addressed through guidance education.
4. School Climate - Implementing Positive School Wide Behavior Plan next year with the intention to implement a new anti-bullying program in correlation with improving school climate.

Middle Level

Standards	Mapping	Alignment

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

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

The following classifications are non existent at the middle school level:
1. Common Core Standards Literacy in Histroy/Social Studies - We are embedding Common Core ELA & Math standards into our History/Social Studies curriculum and lesson plans.
2. Economics - Is not taught as a stand alone course in the middle school.
3. Alternate Academic Content Standards for Math & Reading- The new standards are being reviewed by special education teachers. Training sessions will be provided to ensure that alternate standards are being incorporated into special education programs for students who take the alternative assessment, the PASA.
4. Interpersonal Skills - Addressed through advisory period and guidance education course in 6th grade.
5. School Climate - Implementing Postive School Wide Behavior Plan next year in the middle school with the intention to implement a new anti-bullying program in correlation with improving school climate

High School Level

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

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

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

The following classificatios are non-existent at the high school:
1. Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects: There are currently not common core standards for these subject areas.
2. Alternate Academic Content Standards: The new standards are being reviewed by special education teachers. Training sessions will be provided to ensure that alternate standards are being incorporated into special education programs for students who take the alternative assessment, the PASA.
3. Interpersonal Skills and School Climate: We currently do not have maps for these areas. The District is looking to phase in School Wide Positive Behavior Supports over the next four years.

Adaptations

Elementary Education-Primary Level

Checked answers

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Science and Technology and Engineering Education

Unchecked answers

> *None.*

Middle Level

Checked answers

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

Unchecked answers

> *None.*

High School Level

Checked answers

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

Unchecked answers

> *None.*

Explanation for any standards checked:

We have completed curriculiar mapping for ELA, Science, Math, and Social studies at the middle and high school levels.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

- Use of detailed lesson plans, curriculum maps and pacing guides that are aligned to National Common Core Standards

- Use of Classroom Based Assessments (CBA's) developed and implemented to determine student progress and/or the need for remediation or enrichment

- Use of Differentiated Instructional (DI) practices to address various student ability levels

- Conduct weekly Grade Level Teams meetings to identify best instructional practices and areas of concern and also review, discuss, and adjust pacing guides to ensure objectives are completed.

- Conduct regular formal classroom observations and informal walk-through observations based on Danielson Teacher Effectiveness model

- Provide professional development related to best instructional practices

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

-

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:

- Use of detailed lesson plans, curriculum maps and pacing guides that are aligned to National Common Core Standards

- Use of Classroom Based Assessments (CBA's) which are developed and implemented to determine student progress and/or the need for remediation or enrichment

- Use of Differentiated Instructional (DI) practices to address various student ability levels

- Conduct weekly Grade Level Teams meetings to identify best instructional practices, areas of concern and also review, discuss, and adjust pacing guides to ensure objectives are completed

- Conduct regular formal classroom observations and informal walk-through observations based on Danielson Teacher Effectiveness model

- Provide professional development related to best instructional practices

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

- Use of detailed lesson plans, curriculum maps and pacing guides that are aligned to National Common Core Standards

- Provide ongoing professional development with regard to common assessments to provide for consistency across the district and to increase academic rigor by incorporating all levels of depth of knowledge to ensure content mastery

- Use of Classroom Based Assessments (CBA's) which are developed and implemented to determine student progress and/or the need for remediation or enrichment

- Use of Differentiated Instructional (DI) practices to address various student ability levels

- Conduct weekly Grade Level Teams meetings to identify best instructional practices, areas of concern and also review, discuss, and adjust pacing guides to ensure objectives are completed

- Conduct regular formal classroom observations and informal walk-through observations based on Danielson Teacher Effectiveness model

- Provide professional development related to best instructional practices

Middle Level

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

Processes used to ensure Accomplishment:

- Use of detailed lesson plans, curriculum maps and pacing guides aligned to National Common Core Standards

- Use of Classroom Based Assessments (CBA's) which are developed and implemented to determine student progress and/or the need for remediation or enrichment

- Use of Differentiated Instructional (DI) practices to address various student ability levels

- Conduct weekly Grade Level Teams meetings to identify best instructional practices, areas of concern, review data and also review, discuss, and adjust pacing guides/maps to ensure objectives are completed

- Conduct regular formal classroom observations and informal walk-through observations based on Danielson Teacher Effectiveness model

- Provide professional development related to best instructional practices

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

- Use of detailed lesson plans, curriculum maps and pacing guides aligned to National Common Core Standards

- Provide ongoing professional development with regard to common assessments to provide for consistency across the district and to increase academic rigor by incorporating all levels of depth of knowledge to ensure content mastery

- Use of Classroom Based Assessments (CBA's) which are developed and implemented to determine student progress and/or the need for remediation or enrichment

- Use of Differentiated Instructional (DI) practices to address various student ability levels

- Conduct weekly Grade Level Teams meetings to identify best instructional practices, areas of concern, review data and also review, discuss, and adjust pacing guides/maps to ensure objectives are completed

- Conduct regular formal classroom observations and informal walk-through observations based on Danielson Teacher Effectiveness model

- Provide professional development related to best instructional practices

High School Level

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

Processes used to ensure Accomplishment:

- Use of detailed lesson plans, curriculum maps and pacing guides aligned to National Common Core Standards

- Use of Classroom Based Assessments (CBA's) which are developed and implemented to determine student progress and/or the need for remediation or enrichment

- Use of Differentiated Instructional (DI) practices to address various student ability levels

- Conduct Department Team meetings twice a month to identify best instructional practices, areas of concern, review data and also review, discuss, and adjust pacing guides/maps to ensure objectives are completed

- Conduct regular formal classroom observations and informal walk-through observations based on Danielson Teacher Effectiveness model

- Provide professional development related to best instructional practices

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

- Use of detailed lesson plans, curriculum maps and pacing guides aligned to National Common Core Standards

- Provide ongoing professional development with regard to common assessments to provide for consistency across the district and to increase academic rigor by incorporating all levels of depth of knowledge to ensure content mastery

- Use of Classroom Based Assessments (CBA's) which are developed and implemented to determine student progress and/or the need for remediation or enrichment

- Use of Differentiated Instructional (DI) practices to address various student ability levels

- Conduct Department Teams meetings twice a month to identify best instructional practices, areas of concern, review data and also review, discuss, and adjust pacing guides/maps to ensure objectives are completed

- Conduct regular formal classroom observations and informal walk-through observations based on Danielson Teacher Effectiveness model

- Provide professional development related to best instructional practices

Modification and Accommodations

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

The district utilizes the following Supplementary Aids and Services to allow students with disabilities to be successful in the general education environment:

Collaborative

- All school personnel collaborate in the development and delivery of supplementary aids and services

- Instructional arrangements are designed to support collaboration through teaming at the elementary and middle levels and through co-teaching or inclusive support at the high school. The district also utilizes co-teaching, paraeducator support, and consultation with related service personnel to support instructional teams

- Scheduled opportunities for co-planning and collaboration amongst teachers and/or parent collaboration during team time at the elementary and middle levels and common planning at the high school

- Coaching and training for staff by IU TAC Staff or district representative for assistive technology for an individual student

- Early intervention transition meetings

- Transition meetings to include needed outside agencies, prospective job training sites, and life living arrangements for secondary students (OVR, MHMR and all community agencies)

- Progress reporting and and the use of a data warehouse and school information systems to track and monitor student progress and design programming to meet student needs

Instructional

- Instructional adaptations such as: pre-teaching/reteaching, graphic organizers, examples/non-examples, visual aids, etc.

- Alternate materials such as: materials on tape, book share, text to speech, large print, ipad, alternate computer access, etc.

- Differentiated instruction

- Test modifications

- Alternate ways for students to demonstrate learning such as projects, oral reports, etc.

- Direct instruction in functional skills needed within an inclusive environment

- Curricular modifications

- Reader services or interpreters, as needed

- Direct instruction in community, job research, training, and application

- Assistive technology

Physical

- Preferential seating arrangements

- Adaptive equipment

- Structural aids such as: wheelchair accessibility, grab bars, etc.

- Environmental aids such as specific heating arrangements, ventilation and classroom FM and personal FM systems

- Furniture arrangements

- Adjustments for sensory input such as lighting and sounds

- Access to sensory impact materials

Social-Behavioral

- Social skills instruction

- Behavior teams

- Counseling supports

- Peer buddies

- Functional behavior assessments and individualized behavior support plans

- 504 Plans/HC Plans

- Direct instruction in adaptive behavior skills

- Cooperative learning and role playing

- Community based instruction (CBI)

Instruction

Instructional Strategies

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

Unchecked Answers
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

> *Checked Answers*
> - Administrators
>
> *Unchecked Answers*
> - Building Supervisors
> - Department Supervisors
> - Instructional Coaches
> - Not Reviewed

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

Formal Classroom observations focused on instructions:

- The Framework for Teaching, created by Charlotte Danielson, is used to focus instructional discussions and provide evidence for teacher rating. It is a comprehensive and validated means to ensure standard aligned instruction and consistency between classrooms, grades and subjects. It is utilized in all buildings and by all evaluators.

- All principals have been trained to use this model and all teachers have received training to increase effectiveness of the process.

Walkthroughs targeted on instruction:

- A district created walkthrough form is used by all administrators to ensure instruction is focused on standards and consistent between classrooms, grades and disciplines.

- Administrators are expected to conduct walkthrough observations weekly. District central administration monitors frequency and consistency of walkthrough observations.

- This form is updated annually to meet current expectations in the use of differentiated instruction, technology and curriculum development.

Annual instructional evaluations

- All professional employees are provided with an annual evaluation that includes evidence from formal observations, walkthrough observations, professional development, planning, and participation in district initiatives and goals.

- District and building School Performance Profile scores are embedded in teacher professional ratings.

- The district has developed a differentiated supervision model that will enable professional employees to select from a variety of district approved activities to provide evidence to ensure instruction is aligned to district goals and is consistent.

Regular lesson plan Review by Administrators

- Lesson plans are included on the walkthrough forms.

- Common lesson plan form is used throughout the district

- Lesson plans are reviewed during formal and informal observation of staff.

- Lesson plans are completed weekly by all teachers.

- Lesson plans are available electronically.

- Teacher web-pages have planning information available to the public.

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

- Consistent use of walk through tool with constructive feedback.

- Our schedule now allows for regular department, grade level, and team meetings. This should affort our staff the opportunity to coolaborate and peer coach

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in less than 50% 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

The primary center staff feels the students are unable to learn in groups because they are not independent learners. The students are not being directly guided and do not stay on task. Too many problems arise and need to be addressed while the teacher is attempting to assist other students and therefore learning is interrupted due to distractions of various groups. Incorrect habits can form without the direct guidance of the teacher. We find that the children are not mature enough to be responsible for their own learning. After many years of trying to implement this instructional style, our team has not found data to support its effectiveness.

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.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

This narrative is empty.

Middle Level

Instructional Practices	Status

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

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.

Summary of Central Valley School District's Selection and Hiring Policy:

The Board Personnel Committee, building principals, district administration and a

teacher, within the discipline of an open position, will comprise the credential screening

team. Decisions will be by consensus. In the event a consensus cannot be reached,

candidates deemed worthy by any member of the Phase I team will be asked to

participate in the next phase of the selection process. A chairperson will report

consensus or discord to the Board.

A community member (feedback only), and a teacher (within

the discipline of the open position) will, upon availability, participate in Phase II.

Decisions will again be by consensus with discord reported to the Board. Candidates

with support from any member of the Phase II interview screening team will be

asked to participate in Phase III.

Students (feedback only) are added to Phase III of the selection and hiring process.
Phase III requires a demonstration lesson observed by the committee and a debriefing
of the lesson by the building administrator. Students are included in this debriefing.
Decisions will again be by consensus; however, candidates with support from a majority
of the Phase III interviewing screening team will be asked to participate in Phase IV, with
discord reported to the Board.

Phase IV the selection committee will give successful candidates an in-depth interview.

Educational philosophy, teaching strategies, knowledge of content area, and

assessment will be evaluated. Reference checks will occur at this phase of the

selection process. Participants at this level are the Board Personnel Committee,

building principals and district administration. Decisions at this level will be by
consensus. No candidate will be recommended to the Board without a consensus of the
Phase IV interview committee.

Phase V all candidates deemed worthy by consensus of the selection committee will be

interviewed by the Board. The number of candidates presented to the Board is not

defined by this policy. The Superintendent, with the concurrence of the Personnel

Committee, will recommend to the Board successful candidates for Board approval.

Any member of the Board or district administration may participate at any level, with approval by the Personnel Committee chairperson, and/or Superintendent. Members of the selection committee for each phase must be present for each candidate during that specific phase. Where circumstances arise that prohibit a selection committee member to miss a candidate, arrangements will be made to videotape sessions.

The Superintendent may exercise discretion to modify this process to meet the needs of the district.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Graduation Requirement Specifics

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

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

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

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

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

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

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

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

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

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

Unchecked answers

- 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	
Career Education and Work		X			X	
Civics and Government		X				
PA Core Standards: English Language Arts		X	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		X
Economics		X				
Environment and Ecology		X	X			
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				X
History		X				
Science and Technology and Engineering Education		X				X
World Language		X	X			

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA (Grades 3-8)		X	X	
Keystone Exams			X	X
PASA		X	X	X
AP Exams				X
PSAT				X
ACT				X
ACCESS for ELLs (ESL students)	X	X	X	X
SAT				X
Textbook assessments	X	X		
Project based assessments (i.e, works of art/music, physical fitness, speeches, science projects)	X	X	X	X
Graduation Project				X
ASVAB (if requested)				X

NOCTI (National Occupational Competency Testing Institute)				X
Accelerated Reading assessments	X	X	X	
Teacher-Created Assessments	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS Next (K-6)	X	X	X	
DIBELS Math (K-6)	X	X	X	
Classroom Diagnostic Tests (CDTs)			X	X
NWEA-MAPS (ELA, Reading, Mathematics)	X	X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Study Island		X	X	X
Demonstrations, performances, products, projects (i.e, works of art/music, physical fitness, speeches, science projects)	X	X	X	X
Progress monitoring (DIBELS Next)	X	X		
Curriculum based assessments (teacher or publisher created)	X	X	X	X
NWEA-MAPS (ELA, Reading, Mathematics)	X	X	X	
Classroom Diagnostic Tests (CDTs)			X	X
Progress Monitoring (DIBELS MATH)	X	X		

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
STAR Reading	X	X		
W-APT (screening tool for ESL services)	X	X	X	X
Classroom Diagnostic Tests (CDTs)			X	X
NWEA-MAPS (ELA, Reading, Mathematics)	X	X	X	

Validation of Implemented Assessments

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

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

Provide brief explanation of your process for reviewing assessments.

Teacher peer review-Teachers share and review assessments and practices within grade level teams and departments (K-12)
External Review: This review applies on to the middle school who participated received a review from Schools to Watch during the 2017 - 2018 school year.

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.

In 2016 - 2017 school year, all teachers received the "Rigor and Assessment" training which focused on the validation of assessments. Teachers K -12 used this information to determine the type of questions being used on textbook/teacher-created assessments (i.e. Webbs Depth of Knowledge) and make proper adjustments to assessments by using more DOK level 2 and 3 questions.

Collection and Dissemination

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

The district utilizes a data warehouse to collect and disseminate assessment data. Grade level teams/departments meet regularly to review and discuss assessment data to identify best instructional practices and areas of strengths and concerns.
The district uses PVAAS data to determine performance predictors, cohort growth, and building level growth.

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.

Grade level teams/departments meet regularly to review and discuss assessment data to identify best instructional practices and areas of strengths and concern. Flexible grouping is provide to students in grades K - 8 to assist students in areas of need and provide enrichment to those who are excelling. At the high school level, tutoring, remediation, and enrichment is provided on a regular basis in the areas of Algebra I, Biology, English 10.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

After review and analysis of assessment data, content teachers determine appropriate instructional practices and strategies that help students work towards acheiving proficiency.
At the primary level, curriculum maps are aligned to the standards, and teachers review third grade eligible content to prepare students for proficiency.

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

State assessments are not available at the primary level.

Distribution of Summative Assessment Results

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

Student Handbook	X	X	X	X
Annual District Summative Assessment Report	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Summative Assessment information is distributed from our Central Administration Office at CVSD.

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

Summative Assessment information is distributed from our Central Administration Office at CVSD. Assessment information is available in multiple formats for student, parent and school-community access.
The district will post PSSA/Keystone data on the website.

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.

Annually, the district uses self assessment of its practices according to PSSA, Keystone, Pennsylvania's Value Added Assessment System (PVAAS), and local assessment results. Based on individual building needs, the district implements several practices to address deficient needs, including but not limited to: curriculum review, professional development, teacher reflection and individual action planning, outside audits, attendance intervention, etc. From these focus areas, committees are formed to address and self assess weaknesses and provide recommendations for improvement.

The district recognizes that many variables impact student achievement and district interventions must be tailored to meet specific student needs. Central Valley staff have received professional development including but not limited to: Differentiated Instruction, Data Analysis, Rigor and Relevance, Formative Assessment, Technology Implementation, Collins Writing, Career Readiness Standards, Eligible Content and the SAS Portal, Text Dependant Analysis, Best Practices for Math and Science Instruction, and STEM Education. The district has also embarked on creating its own Digital Content curriculum which is modified or enhanced to reach all students at their various levels.

Building level administrators have received professional development on administrative leadership to improve the learning environment at each school and support a safe and positive climate for each individual building. Professional development for administrators and teachers include but are not limited to: Classroom Management, School Wide Positive Behavior Interventions and Supports (SWPBIS), Crisis Prevention Intervention (CPI), Mental Health, Alert, Lockdown, Inform, Counter, Evacuate (ALICE) training, and overall school safety training.

The district uses a Multi-Tiered System of Support (MTSS) and implements school wide positive behavior supports and interventions in addition to academic interventions for mathematics and reading. Students who are identified as in need of interventions are assigned to an intervention group based on individual need. Data is reviewed monthly to determine student progress. Academic progress is monitored through the use of local assessment and curriculum based assessment data, classroom performance, Individualized Education Plan (IEP) progress monitoring data, 504 progress monitoring data, ASAP progress monitoring data as well as available data within EdInsight, the District's data warehouse. Progress with regard to behavior is also reviewed monthly through the use of the School Wide Information System (SWIS) data, historical data and classroom grades documented within Powerschool, student attendance, pre and post survey data, and/or behavior chart data. Staff members examine multiple data points to ensure appropriate student growth and development.

School counselors and the school psychologist provide small groups and individual counseling for students with a need for social emotional, and/or behavioral interventions. Agencies such as Beaver County Behavioral Health, Beaver County Drug and Alcohol, Staunton Clinic, Prevention Network, Glade Run, Children and Youth Services (CYS), Crisis, and to assist the district with coordination of services needed for students outside of school to allow for continuity of care. These outside agencies work with the district to provide more intensive interventions when needed for students across all environments. All staff keep parents informed of student progress through the parent portal, parent and teacher team meetings, and SAP. The staff also partners with parents to work collaboratively to overcome barriers to student success.

Students at the middle school and high school levels who are identified as at risk for dropping out of high school are invited to participate in Rehabilitation for Empowerment, Natural Supports, Education, and Work (RENEW) programming. RENEW is an individualized structured school-to-career transition planning program for youth with emotional and behavioral challenges. This intensive intervention is conducted by trained facilitators who implement a strengths based approach to assist students with developing improved educational outcomes and self-efficacy skills.

An emphasis is placed on career readiness and effective transition for all students in order to increase academic proficiency by making academics relevant to future planning. The district implements a coordinated counseling plan for grades K-12 to assist

in career exploration and post high school planning. A full time transition coordinator is also employed to collaborate with students, teachers, parents, and community agencies. Career and Work standards will be met by all students to ensure a successful outcome upon graduation from high school.

Programs, Strategies and Actions

Programs, Strategies and Actions	EP	EI	L	S
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	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:

The Central Valley School District has partnered with the Pennsylvania Positive Behavior Supports Network to engage in training to implement School Wide Positive Behavior Support programs for students in grades K-8. A committee will be developed to determine needs related to programming at the high school level for students in grades 9-12.

Screening, Evaluating and Programming for Gifted Students

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

The District meets its child find obligations by conducting the following awareness activities to inform the public of the gifted education services and programs available to students:

- Pamphlets regarding Gifted Programs are available in school offices

- The District's Child Find Notice is available on the Special Education page of the District website

- Student Handbooks

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

Locating and Screening of Students for Gifted Support Services

The process to locate students who may be in need of Gifted Support services begins with referral through the district's MTSS program, All Students' Advancement Program (ASAP.) Referrals can also be made through teacher or parent referral. Teachers submit a referral form to the Gifted Support Teacher in their building. Parents need to make a written request for evaluation to their child's building principal, which will then be forwarded to the building's Gifted Support Teacher.

The second step in the process is for school personnel to collect screening information to determine if a child demonstrates a need for an individualized Gifted Evaluation to determine appropriate educational placement. The Gifted Support Teacher in each building coordinates the screening process which includes a review of summative and benchmark assessments, teacher input regarding rate of retention and acquisition, and a brief aptitude assessment. Students who meet the specified criteria are referred to the district's school psychologist for an individual Gifted Multidisciplinary Evaluation. The results of the Gifted Multidisciplinary Evaluation are shared with parents in a Gifted Written Report. Students eligible for Gifted Support services are prescribed programming through a Gifted Individualized Education Plan (GIEP). GIEP Teams meet annually, at a minimum, to review and revise educational programming based on student achievement.

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

Identification of Students Eligible for Gifted Support Services

Students referred for a Gifted Multidisciplinary Evaluation are assessed using multiple criteria in order to determine a specific area of academic need for specially designed instruction beyond what is available through the general education curriculum based on student strength and achievement. The following assessment tools are used as part of the District's evaluation procedure:

- Information from parents, teachers, and others who interact with the student on a regular basis

- Observation

- Cognitive ability assessment

- Achievement testing

- Rating scales for rate of retention and rate of aquisition

- Student growth data as demonstrated through local assessments

- Curriculum based assessments

The Gifted Multidisciplinary Evaluation is completed by the District's certified school psychologist and all assessments are completed under standard conditions.

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.

Educational Programming for Students Eligible for Gifted Support Services

Center Grange and Todd Lane Elementary
The goal of the Elementary Gifted Support Program is to provide adaptation, enrichment and acceleration for students whose abilities, at least in some areas, require greater challenges. These learning activities involve a variety of specially designed instructional techniques and are driven by a student's GIEP to provide an appropriate and rigorous educational learning experience. The elementary Gifted Support Teacher acts as a resource to classroom teachers, parents, and students to insure that students meet their maximum potential. Educational opportunities may be provided through one of the following:

1. Specially Designed Instruction - The general education curriculum may be modified in the regular education classroom to provide enrichment using:

- Tiered assignments and/or instruction

- Learning Centers

- Individual Student Led Projects

2. Resource Room - This environment enables same age or multi-age students of similar intellectual abilities to receive direct instructional services with gifted peers in some or all of the following areas:

- Cognitive Development highlighting critical thinking skills, creative thinking skills and problem solving

- Independent Study

- Personal Management

- Artistic Expression

- Social Skills and Leadership

- Communication Skills

3. Acceleration - Based on a demonstrated need using multiple criteria including classroom performance, teacher recommendation and standardized evaluations, some students are placed at a higher level than same-age peers. Performance is continually assessed in the content area curriculum to insure appropriate placement. The Central Valley Cyber Academy is also available to those learners who wish to enroll in additional courses or complete courses at an accelerated pace.

4. Off-site Educational Experiences - The Beaver County Gifted Consortium offers many programs. Open to gifted students and other able learners, these academic events, competitions and enrichment activities are designed to extend and complement the general education and gifted education curricula. Programming may also be supplemented by attendance at workshops and/or interest-based field trips.

Central Valley Middle School
The Middle School Gifted Program consists of enrichment opportunities that are designed to enhance the general education curriculum, and accelerate or modify the general education curriculum as needed. These learning activities involve a variety of specially designed instructional techniques and are driven by a student's GIEP to provide an appropriate and rigorous educational learning experience. The middle school Gifted Support Teacher acts as a resource to classroom teachers, parents, and students to insure that students meet their maximum potential. Educational opportunities may be provided through one of the following:
1. Specially Designed Instruction - The general education curriculum may be modified in the regular education classroom to provide enrichment using:

- Tiered assignments and/or instruction

- Learning Centers

- Individual Student Led Projects

2. Acceleration - Students who meet eligibility criteria are provided the opportunity to be placed in an accelerated math class. The Central Valley Cyber Academy is also available to those learners who wish to enroll in additional courses or complete courses at an accelerated pace.

3. Off-site Educational Experiences - Students are also given opportunities to participate in various enrichment activities offered both within the school and outside of the school. These experiences are extensions of the general education curriculum, as well as a means for students to explore their particular areas of interest or academic strength. Enrichment experiences may include seminars, workshops, academic competitions, and visits to cultural and community resource sites. Many activities are planned through the Beaver County Gifted Consortium.

Students are not pulled from classes to attend regularly scheduled gifted classes; however, students have the opportunity to work on independent study assignments or projects during their activity period. Students are expected to attend regularly scheduled gifted meetings in which pertinent information related to upcoming enrichment opportunities is discussed. This is also a time for students to express their concerns/needs regarding any of their classes. Students are encouraged to seek the guidance of their Gifted Support Teacher at any time they have concerns.

Central Valley High School
The High School Gifted Program consists of enrichment opportunities that are designed to enhance the general education curriculum, and accelerate or modify the general education curriculum as needed. These learning activities involve a variety of specially designed instructional techniques and are driven by a student's GIEP to provide an appropriate and rigorous educational learning experience. At the high school level, the student plays a larger role in the development of his/her GIEP, and the high school Gifted Support Teacher acts as a resource to classroom teachers, parents, and students to insure that students meet their maximum potential. Educational opportunities are provided to students via announcements or the Gifted Bulletin Board and may be offered through one of the following activities:
1. Specially Designed Instruction - The general education curriculum may be modified in the regular education classroom to provide enrichment using:

- Tiered assignments and/or instruction

- Learning Centers

- Individual Student Led Projects

- Career Exploration and Preparation

2. Acceleration - Students are permitted to schedule courses in such a way that they are able to accelerate through the district's curriculum if he/she so chooses. The district offers advanced placement courses, advanced classes, and electives that allow students to enhance learning experiences. The Central Valley Cyber Academy is also available to those learners who wish to enroll in additional courses or complete courses at an accelerated pace. Additional opportunities are available for students to dually enroll in both high school and college courses at Penn State Beaver and/or The Community College of Beaver County. Independent study opportunities are also made available to students who demonstrate need and motivation.

3. Off-stie Educational Experiences - Students are also given opportunities to participate in various enrichment activities offered both within the school and outside of the school. These experiences are extensions of the general education curriculum, as well as a means for students to explore their particular areas of interest or academic strength. Enrichment experiences may include seminars, workshops, academic competitions, and visits to cultural and community resource sites. Many activities are planned through the Beaver County

Gifted Consortium.

At the high school level, students receiving Gifted Support services are strongly encouraged to be self-advocates to pursue individual talents and personal success.

Developmental Services

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

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	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X
RtII	X	X	X	

Explanation of diagnostic, intervention and referral services:

The Central Valley School District believes that a pre-referral process targeting students for intervention is a vital component of the educational process. As a result, the district has allocated resources, staff, and dedicated time toward the development and maintenance of its ASAP (All Students' Advancement Program). Interventions are provided within the classroom as well as through small group instruction to provide direct instruction in intensive skills using evidence based and research based practices. Data from universal screening instruments as well as state and local assessments is carefully collected and analyzed by reading and math specialists in order to identify students in need of Tier 2 and Tier 3 intensive interventions. Data analysis is also utilized to assist regular and special education teachers to target appropriate interventions and/or enrichment to students in their classrooms. Students who do not respond to intensive interventions as documented by progress monitoring may be referred for an individual evaluation to determine if students are in need of special education and/or gifted programming.

All high school level students who do not achieve proficiency, or who are not projected to achieve proficiency on Keystone assessments in Biology, Algebra, or Literature, are required to attend a Keystone remediation course prior to when they take/retake the test. Highly qualified teachers utilize Classroom Diagnostic Tool assessment data, previous Keystone assessment data, and Eligible Content in order to deliver targeted instruction to meet the needs of the students in areas in which proficiency has not been demonstrated.

The pre-referral process is also used in the District's Speech and Language Support program with the development of an Multi-Tiered System of Supports (MTSS) based 5 minute speech articulation session. This program addresses the needs of students with sound errors who are not formally identified as needing special education services. Students are provided evidence based interventions with repetition to target specific needs while allowing students to remain in their least restrictive environment to the maximum extent possible.

The Central Valley School District has partnered with the Pennsylvania Positive Behavior Support Network to provide targeted interventions for behavior as a vital component of the positive behavioral support process for students in grades K-8. As part of the District's School Wide Positive Behavior Intervention and Support Programs (SWPBIS), positive behavioral expectations are explicitly taught to all students. These universal lessons include a beginning of the year kick-off assembly, multiple days of station rotations outlining behavioral expectations in all areas of the building including appropriate bus behavior, and visual reminders are posted throughout the building and on school busses. Weekly social skills lessons highlight and model expected social behaviors. Individual and whole class positive behavior is encouraged through a token reward system that provides access to preferred reinforcers, such as tickets, homework passes, preferential seating in the cafeteria, and extra

recess time. Inappropriate behavior is documented on office discipline referral forms which are then logged into a data tracking system.

A student behavioral support team meets regularly to review data in order to identify students who are not responding to universal interventions. Those students are referred to more intensive behavioral supports which may include reteaching of behavior expectations, small group skills instruction, check in check out program, parent teacher conference, and/or positive behavior support plan. The behavior team regularly monitors student progress to determine if a student is responding to interventions. Students who do not achieve expected progress are referred to the Student Assistance Program (SAP Team) for more intensive interventions such as individual school counseling, mental health services through outside agencies, functional behavior assessment, and /or referral for a special education evaluation.

Students at the middle school and high school levels who are identified as at risk for dropping out of high school are invited to participate in Rehabilitation for Empowerment, Natural Supports, Education, and Work (RENEW) programming. RENEW is an individualized structured school-to-career transition planning program for youth with emotional and behavioral challenges. This intensive intervention is conducted by trained facilitators who implement a strengths based approach to assist students with developing improved educational outcomes and self-efficacy skills.

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:

Every building is in compliance with the consultation and coordination services.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	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		
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	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				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Automated Phone Calls	X	X	X	X
Individual Parent Phone Calls	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

Collaboration regarding interventions occurs during team and grade level meetings. At the elementary level, teachers meet daily from 8:05-8:40. At the middle school and high school levels, common plan time is available for teachers to meet as a grade level and/or as a department. Specific agenda items are discussed at each meeting. Reading and math specialists, special education teachers, SAP team members, and school counselors are available to act as resources for teams and individual teachers to ensure that students receive appropriate interventions to target their academic, social, and emotional needs. The district's school psychologist and special education supervisor are also resources to grade level teams and individual teachers as needed.

The district has initiated successful programs to expand the continuum of supports/services and educational placement options available such as a fully inclusive kindergarten program, a Multi Tiered System of Support (MTSS) program, cyber education for grades K-12, and has developed staff trainings within all district buildings to allow students to participate in the general education curriculum and classrooms to the maximum extent possible. Students in need of special education are given all supplemental aids and services agreed upon at their transition meetings within the regular education or special education environment.

For early intervention students identified with developmental delays, two extended 1/2 day Developmental Kindergarten sessions are available in addition to regular education programming. This extended time is devoted to developing academic, social, fine/gross motor and language skills so that the student is able to enter first grade with necessary skills in order to be academically and socially successful.

For students in grades K-5, a data driven instructional program All Students' Advancement Program (ASAP) is in place. This tiered intervention program replicates the Multi- Tiered Systems of Supports (MTSS) model and provides additional instructional opportunities to regular education students. The ASAP program includes math interventions taught by a highly qualified math teacher and a corrective reading program that is taught by a certified reading specialist. As a result, students are provided remedial opportunities while remaining in their least restrictive educational environment. Progress monitoring tools are built into these intensive programs. Progress monitoring data is reviewed at grade level and team meetings where teachers review student assessment data to make appropriate recommendations for individual, whole group, and/or grade level interventions and adjustments to classroom instruction and curriculum. Additionally, ASAP teachers meet with the school psychologist regarding any students who do not demonstrate appropriate growth based on progress monitoring data. Evidence based interventions are identified and implemented, and if

appropriate, students may be referred for a Multi-Disciplinary Evaluation to determine if a student is eligible for special education services.

Community Coordination

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

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

1. Child Care
The district communicates throughout the year with our pre-school early intervention programs and local child care facilities to provide information regarding district services, community needs, health care concerns, and transition services available at the elementary buildings. The Central Valley School District provided transportation for students to child care facilities located within the District.
2. After School Programs:

- LatchKey

- Bowling

- Intramurals

- Community led Sports and Activities

- STEM Night

- Family Math and Reading Nights

- Before school programs such as:

- Elementary Clubs

- Latchkey

3. Youth workforce development programs
The district employs a full time transition coordinator that coordinates the following:

- School to work training programs at the high school

- Job shadowing

- Job coaching

- School to Work opportunities

- Co-op through the Beaver County Career & Technology Center

- Partnerships with agencies such as the Office of Vocational Rehabilitation (OVR), Job Training of Beaver County and Lawrence County Community Action Partnership (LCCAP)

4.Tutoring is available district wide

- Teachers volunteer after school hours for tutoring at Middle School & High School

- Saturday mornings are available for tutoring 2 times per month at the middle school

- Tutoring is available during Academic Study Hall and/or Activity Period at the Middle School and High School on a regular basis

- The Central Valley Middle School has a partnership with local universities for an after school tutoring/homework center

Preschool Agency Coordination

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

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

The building principal, the district's special education supervisor, the school psychologist, and a special education teacher participate in transition programs for students entering kindergarten who receive early intervention services. During the month of January, the building principal and special education supervisor host an informational meeting at Center Grange Primary School where parents can ask general questions and learn information about the district, available supports for students, and enrollment procedures. Throughout the spring, transition IEP meetings are scheduled for students with disabilities and/or developmental delays. The building principal, special education supervisor, and a special education teacher participate in meetings where parents and the school can collaborate regarding the individual needs of students and identify services and programs that are available within our district to meet those needs.

Programming is available to meet the needs of all students in their least restrictive environment with supplemental aids and services to include: related services of Speech, Occupational Therapy, and Physical Therapy; personal care assistance or paraprofessional supports; academic and/or physical accommodations and/or modifications; environmental accommodations and/or modifications to the classroom setting; and behavioral interventions and modifications. The district contracts with the BVIU to provide hearing support services for students in need of hearing supports and the Western PA School for the Blind in the event a student requires vision supports. Students may participate fully or partially in the general education classroom and curriculum with supports. In some cases, students receive full time special education programming in a special education classroom. In the event a student's needs cannot be met through available programs within the district, the IEP Team may discuss alternative educational placement options.

Additionally, the building principal organizes a meeting to collaborate with Beaver County Head Start teachers to include a kindergarten teacher and special education teacher to identify additional students who may have needs for a successful transition to kindergarten. This information is utilized to determine appropriate kindergarten placements and to assist teachers with being prepared to meet students' needs upon their arrival to kindergarten.

The building principal also arranges a field trip to Center Grange Primary for the students who attend Beaver County Head Start and who will be attending Center Grange Primary for kindergarten the following school year. This helps to ease the transition to a new school.

The district provides a one-day delayed start for kindergarten students so that they may experience their first day of school alongside their parents through an orientation program. This orientation day includes: a trial bus run with students and parents, meetings with classroom teachers, and a parent meeting takes place separately with building administrator while students get acquainted with teachers in the classrooms.

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.

1. Digital Content Meetings are being held within departments throughout the year (either daily or monthly); In these meetings, all materials and resources are reviewed and updated. These groups ensure that materials and resources are secured so that all standards are taught and that there are no gaps or overlaps in the curriculum. Common-based assessments are reviewed, adapted, and submitted each grading period by all members of the teaching staff

2. All teachrs have been provided time to scauire resources aligned to common core as well as onlin resources to supplement their primary instructional materials.

3. Curriculum and curriculum maps are available to parents, students, and teachers through the website. Teachers are publishing materials and resources for students through classroom Google websites. Other online materials and resources are available via the students' iPad (ex. Showbie)

4. Administration and teachers have put emphasis through staff development meetings and a common lesson plan template to accommodate diverse levels of learning styles, differentiation of instruction, analysis of data, and other student educational needs. A common lesson plan template is used by all staff so that materials and resources are consistent among teachers of the same subject matter.

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.

1. Digital Content Meetings are being held within departments throughout the year (either daily or monthly); In these meetings, all materials and resources are reviewed and updated. These groups ensure that materials and resources are secured so that all standards are taught and that there are no gaps or overlaps in the curriculum. Common-based assessments are reviewed, adapted, and submitted each grading period by all members of the teaching staff

2. All teachrs have been provided time to scauire resources aligned to common core as well as onlin resources to supplement their primary instructional materials.

3. Curriculum and curriculum maps are available to parents, students, and teachers through the website. Teachers are publishing materials and resources for students through classroom Google websites. Other online materials and resources are available via the students' iPad (ex. Showbie)

4. Administration and teachers have put emphasis through staff development meetings and a common lesson plan template to accommodate diverse levels of learning styles, differentiation of instruction, analysis of data, and other student educational needs. A common lesson plan template is used by all staff so that materials and resources are consistent among teachers of the same subject matter.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

1. Digital Content Meetings are being held within departments throughout the year (either daily or monthly); In these meetings, all materials and resources are reviewed and updated. These groups ensure that materials and resources are secured so that all standards are taught and that there are no gaps or overlaps in the curriculum. Common-based assessments are reviewed, adapted, and submitted each grading period by all members of the teaching staff

2. All teachrs have been provided time to scauire resources aligned to common core as well as onlin resources to supplement their primary instructional materials.

3. Curriculum and curriculum maps are available to parents, students, and teachers through the website. Teachers are publishing materials and resources for students through classroom Google websites. Other online materials and resources are available via the students' iPad (ex. Showbie)

4. Administration and teachers have put emphasis through staff development meetings and a common lesson plan template to accommodate diverse levels of learning styles, differentiation of instruction, analysis of data, and other student educational needs. A common lesson plan template is used by all staff so that materials and resources are consistent among teachers of the same subject matter.

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

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	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.

1. Digital Content Meetings are being held within departments throughout the year (either daily or monthly); In these meetings, all materials and resources are reviewed and updated. These groups ensure that materials and resources are secured so that all standards are taught and that there are no gaps or overlaps in the curriculum. Common-based assessments are reviewed, adapted, and submitted each grading period by all members of the teaching staff

2. All teachrs have been provided time to scauire resources aligned to common core as well as onlin resources to supplement their primary instructional materials.

3. Curriculum and curriculum maps are available to parents, students, and teachers through the website. Teachers are publishing materials and resources for students through classroom Google websites. Other online materials and resources are available via the students' iPad (ex. Showbie)

4. Administration and teachers have put emphasis through staff development meetings and a common lesson plan template to accommodate diverse levels of learning styles, differentiation of instruction, analysis of data, and other student educational needs. A common lesson plan template is used by all staff so that materials and resources are consistent among teachers of the same subject matter.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of

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

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

Further explanation for columns selected "

School Wide Positive Behavior Supports are currently being utilized at the elementary level and will be further expanded to the secondary levels. A Bullying Prevention Program mas been reviewed to be further expanded district wide. Additionally, the special education department reviewed the reading, math, and science alternate academic content standards to ensure that the newly implemented alternate standards are incorporated into special education programming for students who take the alternate assessment, the PASA.
With many district initiatives taking priority, we found a tremendous deficiency in time devoted towards the use of the SAS website to improve student achievement. Moving forward, there will be an emphasis for staff to navigate and pull resources from the website during their shared planning time to improve content and instructional delivery across all content areas.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms

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

	classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

School Wide Positive Behavior Supports are currently being introduced at the elementary level and will be further expanded to the secondary levels. A Bullying Prevention Program is currently under review to be further expanded district wide. Additionally, the special education department is reiewing the reading, math, and science alternate academic content standards to ensure that the newly implemented alternate standards are incorporated into special education programming for students who take the alternate assessment, the PASA.

With many district inititiaves taking priority, we found a tremendous deficiency in time devoted towards the use of the SAS website to improve student achievement. Moving forward, there will be an emphasis for staff to navigate and pull resources from the website during thier shared planning time to improve content and instructional delivery across all content areas.

Middle Level

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

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

	district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

School Wide Positive Behavior Supports are currently being utilized at the elementary level and will be further expanded to the secondary levels. A Bullying Prevention Program mas been reviewed to be further expanded district wide. Additionally, the special education department reviewed the reading, math, and science alternate academic content standards to ensure that the newly implemented alternate standards are incorporated into special education programming for students who take the alternate assessment, the PASA.
With many district inititiaves taking priority, we found a tremendous deficiency in time devoted towards the use of the SAS website to improve student achievement. Moving forward, there will be an emphasis for staff to navigate and pull resources from the website during thier shared content partner planning time to improve content and instructional delivery across all content areas.The items listed as unknown will be addressed by our encore teachers. The items listed as NA will be focused on by the adminstration and guidance counselor to improve our building's educational process.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and	Implemented in

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

Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

A comprehensive guidance curriculum is currently being created and aligned with the Pennsylvania career and work standards. School Wide Positive Behavior Supports are currently being introduced at the elementary level and will be further expanded to the secondary levels. A Bullying Prevention Program is currently under review to be further expanded district wide. Additionally, the special education department is reviewing the reading, math, and science alternate academic content standards to ensure that the newly implemented alternate standards are incorporated into special education programming for students who take the alternate assessment, the PASA.

With many district inititiaves taking priority, we found a tremendous deficiency in time devoted towards the use of the SAS website to improve student achievement. Moving forward, there will be an emphasis for staff to navigate and pull resources from the website during thier shared content partner planning time to improve content and instructional delivery across all content areas.

Early Warning System

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

No, we have another early warning system that we are currently utilizing.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on	X	X	X	X

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

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	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 committee met and discussed in detail the current practices associated with our district and district staff as they relate to professional development. A yearly professional development calendar is created to ensure that topics are covered with fidelity.

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

We felt that we do most of the strategies in some form and that some members of the staff receive specialized training not available to the majority of staff. While we selected each area there are some that we felt could be offered to all staff moving forward when relevant.

- Embedding mandated training in district professional development (PD) plan (Child Abuse, Suicide Awareness, Child Exploitation)

- PD that targets support and practices for struggling students and gifted students

- Continuation of the district-wide professional development committee

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:
5/4/2017
The LEA plans to conduct the required training on approximately:
8/25/2021 However new teachers will receive training as they enter the District which will be embedded in the new teacher induction plan and/or new teacher orientation.

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:
5/4/2017
6/6/2018
The LEA plans to conduct the training on approximately:
8/25/2021 However new teachers will receive training as they enter the District which will be embedded in the new teacher induction plan and/or new teacher orientation.

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:
8/28/2019 The date is contingent upon finding a program by that date.

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.

- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- 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

- 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.

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

The committee met and discussed in detail the practices associated with our professional development opportunities available in our district and for our district staff.

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

We feel that we do most of the strategies not selected but not to the depth or breadth that we feel would warrant us checking them as being done.

- Develop and implement a professional development evaluation tool

- Develop a systemic vetting process of pre-screening presenters through the PD committee

- We feel that PD is followed up but had trouble checking that "Every" pd opportunity required that level of follow up

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.

- More time during the initial orientation period to get better acclimated with specific building level expectations, programs, day-to-day procedures.

Unchecked answers

    None.

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

The committee reviewed the current induction manual and plan for new teachers entering the district as well as the responsibilities identified in the plan for new teacher mentors. The committee felt that we are indeed meeting the goals, objectives, and competencies. The committee will meet annually to update and review the current induction plan.

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

We felt that we meet the strategies, but plan to look closer at the building level initiatives, practices, and procedures moving forward.

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).

- PSSA/Keystones are used with tested subject teachers 3-12

- Written reports are provided through mentor/mentee observations as well as by supervisors through formal and informal observations

- Research based instructional models are covered but need to be embedded into the induction manual

Unchecked answers

    None.

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

The committee reviewed the teacher induction manual given to new teachers as well as received input from committee members who had gone through the new teacher induction program within the last couple of years and teachers who have served as mentors in the past.

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

The committee feels that there are a few areas from our plan that need to be enhanced.

-       Update current induction manual and plan annually

-       PSSA data shared with non tested teachers

-       Research based models embedded in the manual

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 and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

- 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).

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

The committee discussed the process by which mentors are currently selected.

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

The group feels that the district needs to do more with regard to training mentor teachers.

- Make mentor training a part of the induction manual and plan.

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	
Assessments	X	X	X	X	X	X
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	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		
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.

We also cover the following topics throughout the year:
Budget - December
Homeless/ELL - February
Continuing Education and Professional Responsibilities - April

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

There is a checklist of to do's that the mentee and mentor must complete and a timeline for completion. The completed documentation is submitted to the central office for evaluation and is filed in the employee file upon successful completion.

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: **313**

Identification Method

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

The Central Valley School District continues to identify students with specific learning disabilities through the use of the discrepancy model. As part of the discrepancy model, the District reviews the following:
(1) Whether the student responds to scientific, research-based intervention, which includes documentation that: (a) The student received high quality instruction in the general education setting, (b) Research-based interventions were provided to the student (c) Student progress was regularly monitored, AND (2) Whether the student exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.
The team also reviews the findings of the evaluation to ensure they are not primarily the result of a visual, hearing, or orthopedic disability, mental retardation, emotional disturbance, cultural factors, environmental or economic disadvantage or limited English proficiency. The team must also review findings to ensure that the student's underachievement is not due to lack of appropriate instruction, the student was provided scientifically based instruction, and that repeated assessments of achievement were conducted at reasonable intervals. If such factors are rules out, the student may be identified by the Multidisciplinary Team (MDT) as a student with a specific learning disability.
The district's All Student's Advancement Plan (ASAP) is based on the Multi-Tiered System of Support (MTSS) model and serves as a screening process for the identification of students in need of special education programming in grades K-5. Students, who are identified and placed in the ASAP program, demonstrate a need for additional instructional opportunities and classroom interventions through ongoing data collection and assessments that are monitored by grade level teams and/or ASAP specialists. These students are a focus of district support personnel, who provide educational/behavioral interventions in and out of the classroom. Interventions are documented and progress monitoring is completed on an ongoing basis. Parents receive updated progress monitoring data quarterly. During Child Study Team Meetings are conducted regarding students who meet criteria for Tier 3 supports, and progress monitoring data is reviewed in collaboration with the school psychologist to look at a student's rate of improvement as compared to their peers to determine if individual students are making appropriate progress. Students who are not found to be making such progress are referred for a comprehensive special education evaluation to determine their needs. Those students who meet identified goals and/or proficiency on benchmark assessments are exited from the program. The ASAP team also works closely with the Student Assistance Program (SAP) Team to help link students and their families to community agencies and resources to breakdown barriers that may inhibit students from meeting academic goals.
In grades 6-12, teachers utilize benchmark data to implement flexible grouping to help students close gaps in skill development in order to work towards proficiency. Designated times are built into the master schedule to ensure consistency of supports. Progress is

measured through classroom grades and benchmark testing administered three times per year. Additionally, struggling students may be referred to the SAP Team to provide additional school and community resources and supports. Every effort is made to engage the parent in the teaming process. The team defines the student's strengths and needs, defines the problem(s) to be addressed, agrees upon appropriate evidence based interventions and school and/or community resources and assigns the student to a team member who acts as case manager. Then the team sets a timeline for progress review, and/or makes an immediate referral for a Multidisciplinary Evaluation (MDE) if the student's need for services is severe. The team member communicates areas of need to all individuals working with the student. Student progress is reviewed by the SAP team. If the student has responded to interventions the student may continue to be monitored by the SAP team or dismissed from the program. If the student is making little or no progress towards the goals or if the needs have increased or additional problems have arisen, the student is referred for a MDE for special education services.

Teachers involved with these programs are offered training opportunities through IU 27, PDE, PaTTAN, Prevention Network, and in house teaming with district ASAP specialists, special education staff, the Special Education Supervisor, the School Psychologist, and the district's Director of Curriculum, Instruction and Assessment, who oversees the program. The district's vision is to continue raising all student achievement through training on data collection, instructional planning, delivery of academic interventions, and progress monitoring, which is viewed as a stepping stone toward the implementation of a true MTSS model. Through continued training and practice, the staff will have the tools required to understand, implement, and monitor student progress over a defined period of time. As part of the district's comprehensive planning, Central Valley will continue to review data collected through the ASAP program in order to refine and improve this system.

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

Most recent data available through the Special Education Data Report, LEA Performance on State Performance Plan (SPP) Targets from the 2016/2017 school year indicate that enrollment differences are not significantly disproportionate, indicating a discrepancy beyond 10%, in the disability categories of Autism, Deaf-Blindness, Hearing Impairment Including Deafness, Intellectual Disability, Orthopedic Impairment, Specific Learning Disability, Traumatic Brain Injury, and Visual Impairment Including Blindness. Disproportionate categories include the following: Emotional Disturbance (LEA=unreported% vs. State=8.5%), Multiple Disabilities (LEA=unreported% vs. State=1.1%) and Other Health Impairment (LEA=19.9% vs. State 14.9%, and Speech

Language Impairment (LEA=18.2% vs. State 14.7%).

The district's Emotional Disturbance exceptionality is disproportionately lower than the state average. CVSD utilizes its Guidance staff, SAP Coordinator, Transition Coordinator, Special Education Supervisor, School Psychologist, Anti-Bullying Program, Prevention Specialist, School Wide Positive Behavior Intervention and Support programs, and student-centered educational teams in order to address student's emotional needs. School Wide Positive Behavior Intervention and Support programs are used to provide behavioral interventions and supports to allow students to meet with success in the least restrictive environment. Additionally, the Special Education Supervisor and School Psychologist have participated in training to assist in building a strong foundation and knowledge base with regard to special education eligibility criteria for emotional disturbance and evidence based interventions to better assist students in need of emotional supports. It is believed that some students with needs similar or in like to emotional disturbance may have been determined to have an Other Health Impairment based on the information collected through a comprehensive evaluation and the student's response to behavioral interventions through School Wide Positive Behavior Interventions and Supports; therefore, causing the appearance of a disproportionate number of students identified with Other Health Impairment in excess of state averages.

The district is aware that students with Speech and Language Impairments are identified at a rate that is in excess of the state average. Over the past three year's the district's kindergarten enrollment has included approximately 15-19% of students with speech and language needs as identified through early intervention. The district completes school age evaluations for each child to determine if students meet school age eligibility criteria. To assist in meeting student needs and in order to be proactive, Speech and Language Teachers push in to each kindergarten classroom once per week to assist teachers and students work on developmental sound errors and to developing age appropriate articulation and language skills. The district has also implemented a Speech and Language Intervention Program in grades K-3 which follows an MTSS model for identifying students who may be in need of intervention for speech and/or language needs. Students are referred by classroom teachers or parents to the district's Speech and Language Pathologist who conducts a screen which includes observation and evaluation of sound errors using a baseline probe list. Students with non-developmental errors are placed into the program and will participate in a speech and language tier group through either small group sessions or may participate in individual sessions based on need. Therapists utilize a 5 minute articulation drill format that is research based and proven to increase efficiency and effectiveness of speech and language interventions in the student's least restrictive environment. Progress is reported quarterly and placement within the program can change at any time based on a student's progress towards goals. Students who do not evidence meaningful progress through the Speech and Language Intervention Program are referred for a full speech and language evaluation.

With regard to Multiple Disabilities, the district is just slightly under the state average, and based on a review of student enrollment, child find procedures and evaluation procedures, the district does not believe that this disproportionality is due to a lack in child find

obligations or evaluation procedures at this time.

District procedures for identification and evaluation of children with disabilities are reviewed on an ongoing basis to ensure compliance with all special education regulations and to ensure a free appropriate public education (FAPE) is provided to students with disabilities who require specially designed instruction and related services.

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?

1. The Central Valley School District is the host district for Gateway Rehabilitation Center and meets its obligations under 1306 as the host location by providing all needed services and supports to students with disabilities placed in that facility to include IEP management and implementation, evaluations, and progress monitoring through district programs or in Gateway Rehabilitation Center programs. Students participate in the Central Valley Cyber Academy, and a special education teacher visits the facility in order to implement IEP goals, progress monitor, and deliver specially designed instruction as outlined in individual IEPs. The Central Valley School District assumes responsibility to ensure that all students receive a free and appropriate public education (FAPE) to include appointing a surrogate if the student's parents are unavailable.

When the District is notified that a student has been placed in Gateway, the Central Valley Central Registrar sends a request for records to the student's school district of residence within one business day. Additionally, a PDE 4605 Form is submitted.

If the district becomes aware of a student through the district's child find process who is thought to be exceptional and possibly in need of special education, a Permission to Evaluate, Prior Written Notice and a Procedural Safeguard Notice would be issued to the student/parent/guardian, or surrogate. The MDE process as outlined in IDEA and Chapter 14 would be followed. If the student is found to be eligible and in need of special education, an invitation for an IEP meeting would be sent to the home district LEA and the student/parent/guardian or surrogate. An IEP would be developed and a Notice of Recommended Educational Placement would be issued according to IDEA and Chapter 14 regulations.

2. The Special Education Supervisor reviews the educational history of the student to confirm eligibility for special education and assigns a case manager. The case manager schedules an IEP meeting to determine appropriate educational placement always first considering education in the least restrictive environment. The IEP is reviewed and revised as necessary in order to meet student treatment program needs and to ensure the student receives FAPE in the least restrictive environment. The Special Education Supervisor acts as the LEA in each of the placement/evaluation and IEP meetings to ensure that all needed

supports and services are provided and FAPE is delivered to the student. The Special Education Case Manager and Special Education Supervisor communicate with appropriate staff and family members outside the Central Valley SD to ensure that students receive FAPE and to assist with a smooth transition back to the home district upon discharge from the treatment program.

3. The registration is sometimes delayed due to difficulty in obtaining accurate records from the home district. In this event, the central registrar faxes additional requests for records and makes direct phone calls to the school to obtain as much information as possible and to expedite receipt of records. Additionally, the special education administrative assistant contacts the special education department of the home school to determine if special education records exist and to obtain relevant documents. Furthermore, student treatment plans are designed such that students are required to remain on-site at the facility at all times.

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).

At this time, the Central Valley SD does not have a facility for incarcerated students within its jurisdiction. County facilities are located within the jurisdiction of the Hopewell Area SD. The district has an agreement with the Hopewell Area SD to provide all needed services for district students who are placed there and eligible for special education supports. When students are legally placed in facilities outside of Beaver County, the district fully cooperates to provide educational records. The district fully participates with appropriate agencies in all educational planning and ensures that all needed services are provided. When the student is transitioned back to his/her community, the district cooperates with all agencies and service providers to pave a smooth transition to the home school district.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. The Central Valley School District (CVSD) offers a full continuum of placement options. The 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 include the following process:

- All available types of placement options are discussed and considered beginning with services provided in the regular education setting.

- Placement to a more restrictive environment outside the regular education environment is considered appropriate only when services can not be delivered appropriately in the regular education classroom with the use of supplementary aids and services.

- All placement decisions are made through the special education process and agreed upon at the student's IEP meeting with parent participation and student participation, when appropriate.

- The student's full range of needs are discussed and determined.

- All placement decisions are based on the educational needs of the student.

- If the student's educational needs result in placement outside the regular educational class, school, or district, the IEP team will consider opportunities for the student to participate in appropriate programs and activities (curricular and extra-curricular) with non-disabled peers. When participation in an inclusive setting is needed, supplementary aides and services are discussed and agreed upon to ensure that the student can fully participate in such programs and activities.

2. The district has initiated successful programs to expand the continuum of supports/services and educational placement options available such as a fully inclusive kindergarten program, a Multi-Tier System of Supports (MTSS) program, cyber education grades K-12, and has developed staff training within all district buildings to allow students to participate in the general education curriculum and classrooms to the maximum extent possible. Special education students entering school with identified needs are given all supplemental aids and services agreed upon at their transition meetings in the regular education environment. For students identified with developmental delays, two extended 1/2 day Developmental Kindergarten sessions are available. If a student's needs exceed that of which can be provided in the Developmental Kindergarten program, a student may be offered a half-day special education program in addition to regular education placement in order to work on IEP goals. This extended time in both programs is devoted to

developing academic, social, small/gross motor and language skills so that the student is able to enter first grade with necessary skills in order to be academically and socially successful.

For students in grades K-5, a data driven instructional program (ASAP) is in place. This tiered intervention program replicates the MTSS model and additional instructional opportunities are available to regular education students. The ASAP program includes research based interventions for math and reading which are taught by highly qualified teachers and/or reading specialists. As a result, students are provided remedial opportunities while remaining in their least restrictive educational environment. Child study teams are in place to refer students who are not making appropriate progress within the ASAP program. Such students are referred to the multi-disciplinary team (MDT) for a comprehensive special education evaluation to determine student needs and eligibility for special education supports.

The District has also partnered with PaTTAN's Autism Initiative to dedicate two classrooms to provide verbal behavior programming to students with severe communicative and social delays as part of a collaborative approach between consultants, teachers, school staff, and families. The program utilizes research based curriculum and programming to meet the wide array of needs for students with Autism and other disabilities who demonstrate communication needs as determined by research based diagnostic tools. The Autism Initiative utilizes intensive teaching procedures that allow for students to demonstrate mastery of skills in multiple areas of verbalization, communication, and socialization areas which impact daily life and the ability to access academic curriculum. The program fosters data driven decision making to determine student progress and need for successive programming both within the special education and regular education settings. Program procedures include applying specific teaching procedures to allow for general education curriculum to become accessible for students participating in the program. Classroom practices are reviewed by qualified personnel from PaTTAN twice per year to ensure growth, progress, and accountability for the program implementation within our classrooms to ensure that students are provided quality teaching and learning opportunities within the least restrictive environment.

The Central Valley Cyber Academy has been created in-district allowing students to receive FAPE in the least restrictive environment when it has been determined that an alternate format of classroom instruction will enhance the educational performance of the student. The cyber education program includes support to regular education and special education students. Regular and special education teachers work within the CV Cyber Academy to ensure that appropriate accommodations and modifications are made to the curriculum when needed. The IEP Team convenes to monitor and develop appropriate programming and supports. Student progress is monitored and documented quarterly to ensure that individual needs and appropriate placement are addressed. Students are provided with the flexibility of choosing a full-time cyber education model of instruction or a blended model of instruction including access to the traditional classroom setting. The cyber curriculum provided is accredited, and instruction is delivered by certified teachers who are highly qualified.

All teachers are offered training opportunities as they become available through IU 27, PDE, and PaTTAN. In-house training occurs at weekly grade level meetings through teaming and workshops provided by district math and literacy instructional support staff, Title I, and special education staff. Training and Professional Learning Communities meet regularly to

develop evidence based interventions and to develop standards based academic goals for students. This includes setting small learning communities within the classroom and utilizing all available support staff to develop differentiated methods of instruction to ensure the highest quality instruction takes place for all students. Individual student progress is monitored and reported back to the student's IEP or ASAP Team. All instruction as well as student response to intervention is documented and adjusted to the individual student's learning needs.

The district utilizes the following Supplementary Aids and Services to allow students with disabilities to be successful in the general education environment:

Collaborative

- All school personnel collaborate in the development and delivery of supplementary aids and services

- Instructional arrangements are designed to support collaboration through teaming at the elementary and middle levels and through co-teaching or inclusive support at the high school. The district also utilizes co-teaching, paraeducator support, and consultation with related service personnel to support instructional teams

- Scheduled opportunities for co-planning and collaboration amongst teachers and/or parent collaboration during team time at the elementary and middle levels and common planning at the high school

- Coaching and training for staff by IU TAC Staff or district representative for assistive technology for an individual student

- Coaching and training for staff by IU 27 TAC Staff, PaTTAN Autism Initiative Consultants or district representative for applied behavior analysis and/or verbal behavior support

- Early intervention transition meetings

- Transition meetings to include needed outside agencies, prospective job training sites, and life living arrangements for secondary students (OVR, MHMR and all community agencies)

- Progress reporting and and the use of a data warehouse and school information systems to track and monitor student progress and design programming to meet student needs

- Parent trainings

- Digital access to up to date and pertinent student information is available to parents and teachers on an ongoing basis

Instructional

- Instructional adaptations such as: pre-teaching/reteaching, graphic organizers, examples/non-examples, visual aids, etc.

- Alternate materials such as: materials on tape, book share, text to speech, large print, ipad, alternate computer access, digital content, etc.

- Tutoring and homework centers at the middle school and high school

- Differentiated instruction

- Manipulatives and hands-on material

- Test modifications

- Alternate ways for students to demonstrate learning such as projects, oral reports, etc.

- Use of interactive technology

- Direct instruction in functional skills needed within an inclusive environment

- Curricular modifications

- Reader services or interpreters, as needed

- Direct instruction in community, job research, training, and application

- Assistive technology

- Augmentative and alternative communication devices

- Educational interpreters

- Community based instruction to generalize targeted academic skills

- Corrective reading program

- Strategic intervention curriculum and materials

Physical

- Preferential seating arrangements

- Variety of classroom seating arrangements

- Flexible seating

- Adaptive equipment

- Structural aids such as: wheelchair accessibility, grab bars, etc.

- Environmental aids such as specific heating arrangements, ventilation, and classroom FM and personal FM systems

- Furniture arrangements

- Adjustments for sensory input such as lighting and sounds

- Access to sensory impact materials

- Specialized transportation

- Small group environment

Social-Behavioral

- Social skills instruction

- Coping skills instruction

- School wide positive support behavior teams

- Counseling supports

- Attendance groups and interventions

- Student assistance programs

- Rehabilitation for Empowerment, Natural Supports, Education, and Work Initiative (RENEW)

- Pre-employment transition services

- Peer buddies/ peer mentoring

- Functional behavior assessments and individualized positive behavior support plans

- Direct instruction in adaptive behavior skills

- Cooperative learning and role playing

- Community based instruction (CBI)

- School based mental health partnership

- Crisis prevention intervention teams

- Training in de-escalation techniques

- Safety plans

- Social stories

- Drug and alcohol counseling

- Applied behavior analysis

3. LEA Performance on the State Performance Plan (SPP) indicates that Central Valley SD met SPP Targets during the 2016/2017 school year in the categories of *SE Inside Regular Class 80% Or More* and *SE Inside Regular Class Less Than 40%.* The district did not, however, meet the target in *SE in Other Settings* (LEA=5.6% in 2016/2017 vs State=4.9%). This fact was addressed with all staff and administrators during the 2016 Compliance Monitoring for Continuous Improvement (CMCI). As part of the district's Continuous Improvement Plan, a team was formed including administrators, special and regular education staff to develop supplementary aids and services and supports in order to provide additional educational and behavioral supports to students within district programs and their neighborhood school. School Wide Positive Behavior Teams have been developed to assist students, teachers, and parents with identifying appropriate behavioral supports within the least restrictive environment. The District has also partnered with PaTTAN's Autism Initiative in order to maintain two on-site Verbal Behavior Classrooms to support student with needs related to autistic support, communication and life skills support so that students can appropriately transition from early intervention services or without pre-existing supports into the neighborhood school with typical peers with success. Additional trainings include the SAS Toolkit, IEP development, LRE Guidelines, positive behavioral strategies and de-escalation techniques, and differentiated instruction to assist teachers with best practices that meet student needs using the the general education curriculum within an inclusive environment to the maximum extent possible with the use of Supplementary Aids and Services. In addition, Behavior Teams have been developed at the high school including administrators, special education teachers, The Special Education Supervisor, Transition Coordinator, SAP Coordinator and Team Members, School Psychologist, and School Counselors provide additional training and resources as well as skill building and counseling supports to students and their families in order to address educational and behavioral needs within the student's least restrictive environment. Data indicates that District efforts with regard to LRE guidelines are improving based on a decline in the number of students being educated in outside placements. SPP targets demonstrate a decreased from LEA 8.9% SE in Other Settings in the school year 2014/2015 to LEA 5.6% SE in Other Settings in the school year 2016/17.

Currently there are 17 students who are placed outside of the Central Valley School District in approved private schools, public special education schools, or alternative private schools. There are 2 students currently receiving instruction in the home due to medical needs that require such restrictive placement. All educational placements are determined by IEP teams, and placement discussions begin with placement in the least restrictive environment which is the general education curriculum in the regular education classroom with supplementary aids and services. Other placements, such as special education classes, special schools or other removal from the general education environment, would be considered only when the IEP Team determines that a student's education in regular classes cannot be satisfactorily achieved even with the use of supplementary aids and services. In such case, the Team must clearly define expected benefits to the student from the identified special education program to address the full range of the student's needs in the areas of academic achievement, social development, physical development and emotional

needs. The parent or guardian must be provided a Notice of Recommended Educational Placement (NOREP) which describes the identified placement and documents the program and placement options considered for the student and a rationale for those options not selected.

Any student placed outside the regular education environment, including out-of-district placements, is monitored quarterly. When data demonstrates that sufficient progress toward IEP goals has occurred, a transition plan is developed to assist the student in a smooth transition back to the neighborhood school, regular education classroom and/or the IEP Team reconvenes to discuss appropriate placement in the least restrictive environment. The District's representative attends all out-of-district IEP meetings and maintains rapport with families and out-of-district school staff, monitors student progress, and facilitates transitions back to the home district when appropriate.

The Central Valley School District has designed programs and activities to support inclusive practices to include but not limited to the following:

- Unified Youth Committee at the high school which includes a student leadership group consisting of students with disabilities partnering with typical peers.

- Unified Interscholastic sport teams at the high school which consists of students with disabilities teaming alongside with typical peers to participate in competitions.

- Academic support study halls and/or scheduled skill times are built into the daily schedule at all grade levels to allow students who participate in regular education courses to access assistance from special education teachers and/or paraprofessionals with regard to course work and/or to build skills related to IEP goals.

- Paraprofessionals are available to assist within regular education classrooms throughout the day to assist with behavior monitoring, academic review, transition activities, and health related needs as identified by the school nurse, student physician, and/or included as a health related service in the IEP.

- Opportunity for students in all grades to participate in extra curricula activities such as dances, clubs, field trips, service learning activities, athletic teams, unified sports teams through special olympics, team managers, office assistants, peer mentor/buddy, intramurals, etc.

- Common planning time is allotted for special and regular education teachers to collaborate and plan to meet student needs.

- Training with regard to inclusive practices, curriculum modifications, and differentiated instruction is ongoing for administrators, special education teachers, regular education teachers, paraprofessionals, and parents.

- Technology training is provided to teachers and paraprofessionals to assist with technology related supports within the classroom.

- The district contracts with the BVIU to provide hearing support services within our neighborhood schools.

- The district contracts with Western Pennsylvania School for the Blind to provide vision services within our neighborhood schools as appropriate.

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.

Through district policy the Board of Directors of the Central Valley School District direct that behavior support programs shall be based on positive rather than negative behavior techniques to ensure that all students shall be free from demeaning treatment and aversive techniques such as the use of restraints. The use of restraints shall be used as a measure of last resort only after less restrictive measures such as de-escalation have been implemented and only when aggressive or self injurious behavior occurs such that the student is acting in a manner that considers him/her to be a clear and present danger to himself, to other students, or to employees. Functional behavior assessments are conducted for individual students who display behaviors of concern. Positive Behavior Support Plans are developed and implemented based on assessment data to include a variety of research based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:

1. The restraint is used with specific component elements of a positive Behavior Support Plan.

2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.

3. Staff are authorized to use the restraint and have received appropriate training.

4. Behavior Support Plan includes efforts to eliminate the use of restraints.

Following the use of a restraint, parents are notified immediately, and an IEP meeting is held to determine whether or not the student requires a new or revised Reevaluation, Functional Behavior Assessment, Positive Behavior Support Plan, or a change of placement. Aversive techniques are never to be used and restraints and discipline are not to be used as a substitute for a positive behavior management program.

In the event that a student is referred to law enforcement, an updated Functional Behavioral Assessment and Behavior Support Plan shall be required for students with disabilities. If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's Functional Behavioral Assessment and Behavior Support Plan.

Recent behavioral initiatives include the revision or procedures for Crisis Prevention Intervention (CPI) teams, which have been formed in all district buildings. These teams have received Non-Violent CPI training and certification and not only act as first responders when a student's behavior has escalated but also utilize prevention strategies to avoid possible crisis situations. Strategies are implemented to reduce the frequency and severity of behaviors. CPI team members utilize de-escalation techniques to ensure student safety, successfully assisting students in defusing anxious, hostile, or violent behavior at the earliest possible stage.

School Wide Positive Behavior Intervention and Support (SWPBIS) Teams have been developed in grade K-8 buildings to support the social, emotional, and behavioral needs of students. In May of 2017, the District was recognized by the state of Pennsylvania for implementing Tier 1 behavioral supports with fidelity to all students. The SWPBIS framework focuses on sustaining and providing supports through a three-tiered system that runs parallel to academic supports of the Multi-Tiered System of Supports (MTSS). Tier 1 is a universal level which serves as the foundation for teaching the expected behaviors to all students through the use of direct instruction techniques and positive reinforcement. Tier 2 supports involve identifying a targeted group of students who are in need of specific interventions, and Tier 3 supports provide individualized interventions through more intensive supports designed to help students with significant social/emotional needs. Students in need of supports are identified by building level data teams who analyze data from students' Office Discipline Referrals (ODR) which are tracked in the School-Wide Information System Suite (SWISS) in order to determine the appropriate intervention(s) for students. Ongoing efforts are underway to develop and implement strong Tier 2 and Tier 3 supports in order to meet the needs of all students in their least restrictive environment. Check and Connect and Check-in/Check-out procedures are utilized to assist students with demonstrating appropriate behavior and progress in monitored through data collection. School counselors and the school psychologist provide small group and individual counseling to students based on area of need, and the Central Valley School District has partnered with Glade Run Lutheran Services in order provide school based mental health opportunities to our students. The District currently hosts 3 satellite outpatient offices at Center Grange Primary School, Todd Lane Elementary School, and Central Valley Middle School. Plans are being developed to obtain an additional satellite office at the Central Valley High School in the Fall of 2018. For students with significant needs, Student Assistance Program Team Members assist teachers and parents with the referral process to ensure that students are connected with appropriate outside agencies in order to meet their needs. Additional training and consultation with regard to enhancing Tier 2 and Tier 3 supports are ongoing through collaboration with IU 27, PaTTAN, and the Pennsylvania Positive Behavior Support Network.

Overall, a classroom climate encouraging tolerance and acceptance of students with diverse learning needs is a priority of the district. Currently, the District implements positive

behavior supports that reinforce appropriate behaviors by providing a variety of interventions including:

- Counseling groups that meet regular and special education student needs in the areas of Social Skills, Self-Regulation, Coping Skills, and Decision-Making Skills

- Social Skills instruction for regular and special education students

- Social language instruction for students with Autism

- Community outreach and Autism awareness including community programs, student activities, and fund raising

- Counseling as a related service by certified School Counselors and the School Psychologist

- Rehabilitation for Empowerment, Natural Supports, Education, and Work Initiative (RENEW)

- Mentoring and Peer Mentoring

- Check and Connect

- Check in/Check Out

- Guidance support and classroom lessons

- SAP training and support by on-site Prevention Specialists

- Middle School teaming and Advisory meetings

- Anti-bullying instruction and support teams, i.e., School Wide Positive Behavior Support Teams at CG, TL, and CVMS, Middle School Brave Warrior program, High School Connect program coordinated by a trained Special Education teacher and coordinated through the regular education English 10 classroom, High School Anti-bullying Team and High School Unified Youth Club also coordinated by a trained Special Education teacher

- Clubs designed to provide peer support and facilitate friendships, i.e., PEACE Club promoting a positive school culture; CARE Club encouraging student participation through community based service activities; Walking Club, and Unified Youth Club

- Positive Behavior Support plans and Functional Behavior Assessment to include on-site trainings and collaboration with the Special Education Supervisor and School Psychologist and off-site training provided by IU 27 and PaTTAN

- Specially designed instruction that modifies rules and expectations to meet individual student needs

- Cooperative learning strategies

- Team meetings with mental health providers in the schools (family based therapists, mobile therapists, BSC, TSS workers)

- Drug and Alcohol Supports

- School Resource Officer

- Classroom behavior systems

- Sensory rooms and/or sensory areas within the classroom

- On-site training and guided support by the Special Education Supervisor, School Psychologist, and School Counselors to heighten awareness and support effective evidence based behavioral strategies

- Trainings provided through IU 27 TAC staff, PaTTAN consultants, Prevention Network, and local, state and national trainings to provide current information on effective positive behavioral strategies

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.

At this time, the Central Valley School District (CVSD) has not experienced difficulty ensuring FAPE for any category. The district works closely with the Beaver Valley Intermediate Unit (IU # 27) Training and Consultative staff, PaTTAN consultants, contacts outside placements, neighboring school districts, service providers, and advocacy groups such as Beaver County Behavioral Health- Direct Service Unit, Valley Behavioral Health, Achieva, MHMR, The Prevention Network, etc.) to look at individual student needs. The IU #27 interagency representative is also consulted in the event the district has difficulty ensuring FAPE for an individual student with complex needs. All placement decisions are made by the IEP Team based on what placement would be in the best interest of a particular student while providing them an education in their least restrictive environment to the maximum extent possible.The district invites outside consultants to be part of the placement process, and if this problem would arise, the following steps would be taken:

- Convene or reconvene the IEP Team

- Review the student's records to identify supports provided, and determine if the child's unique needs are being met. Has the child been given the opportunity to participate with typical peers to the maximum extent possible?

- Identify existing services and supports available within the school district and community

- Mobilize assets to develop a plan of support

- Monitor the child's progress

- Provide necessary support for school personnel

If current placement is determined to not be appropriate within the regular education school, the Special Education Supervisor will coordinate a meeting including all necessary school personnel to discuss possible alternatives to the current placement. Included in this meeting would be the following representatives:

- District LEA

- Parents

- Student (if appropriate)

- Student's special education and regular education teachers

- TAC staff from the local Intermediate Unit

- Representative of key agencies and organizations

- School Psychologist

- Building Principal(s)

In the case of drug/alcohol, violence, or severe mental and or physical issues, the district would immediately reconvene the IEP Team and contact outside agencies needed to make a diligent decision on needed educational options and appropriate placement to be completed in a timely fashion to ensure FAPE.

In the case of an extreme emotional emergency, the student would be referred immediately to Beaver County Crisis for crisis intervention, evaluation, counseling, and recommendations.

Currently there is one student in the district who needs vision services at this time. The District has contracted with the Western PA School for the Blind to provide vision therapy on a weekly basis for this student. If additional students would be identified as in need of vision services or evaluation, the District would contract additional hours with the Western PA School for the Blind.

CVSD has established an in-district cyber education program for grades K-12 that supports student needs both inside and outside of the brick and mortar school buildings. Students in

grades 6-12 have the option of either completing cyber courses at home, in the school's middle and high school cyber labs, or through a blended schedule that includes both home and classroom environments. Plans are underway to create cyber labs in Todd Lane Elementary and Center Grange Primary School so that blended programming can provide FAPE for elementary students who may be experiencing difficulty in a traditional school setting. There are several students who benefit from a hybrid schedule of traditional and cyber classes within the District, and currently 2 students receive special education services are enrolled full time in the Central Valley Cyber Academy.

CVSD also utilizes the the services of local public special education schools and approved private school placements such as the Watson Institute, The School at McGuire Memorial, and New Horizon and also partners with local neighboring school districts to provide services and/or placements that are not available within the district.

The most restrictive placement of Instruction in the Home is utilized only when a student is too medically fragile or has a medical disorder which determines such placement is medically necessary.

Strengths and Highlights

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

Central Valley is proud to be the first district in the state of Pennsylvania to have successfully merged two independent school districts into one. Beginning with the 2009-10 school year, the former Center Area and Monaca School Districts voluntarily merged to form what is currently known as the Central Valley School District (CVSD). We believe that our greatest strength with respect to special education programming is a strong commitment toward the provision of the highest quality education possible in the home school and regular education setting. To this end, the district continues to partner with the Beaver Valley Intermediate Unit (IU 27) in order to provide the best special education services and programs possible. The IU 27 TAC staff as well as PaTTAN consultants are a valued resource to the district in helping design and implement programs and provide staff trainings. Specific strengths of Central Valley's Special Education program are listed below:

1.   A continued strength of the Central Valley special education program includes in the area of Inclusive Practices so that, with the use of supplementary aids and services, all students can participate in the regular education classroom to the maximum extent possible. To assist our students with social skills deficits to successfully participate in an inclusive environment, social skills and coping skills groups exist across the district to provide ongoing supports for students who struggle in those areas. Ongoing training for special education teachers and paraeducators continues to develop improved awareness of ways in which student independence can be exercised in the early years. Elementary student goals have been identified and interventions implemented to help students learn

and apply functional and adaptive behavior skills that encourage independence in an inclusive educational setting. As a follow-up, and beginning in grade three, students are intentionally provided opportunities with community based field trips and instruction so that skills can be applied in the community setting. This type of community based instruction continues throughout each grade level as needed to help students gain awareness and knowledge of the world around them while encouraging them to apply educational skills to everyday life. Additionally, Central Valley Middle School (CVMS) and Central Valley High School (CVHS) have time embedded into the regular schedule to provide opportunities for students with special needs to join their peers in clubs, intramurals, and other activities. CVMS and CVHS special education teachers utilize peer buddies within their classrooms to assist students with generalizing social skills, enhancing organization skills, and increasing student independence from adult caretakers. The staff at CVHS has partnered with Unified Interscholastic Sports through Special Olympics of Pennsylvania to obtain resources to support a Unified Youth Club which partners students with special needs and typical peers to develop and implement whole school engagement activities to promote inclusive practices and foster friendships within the school building. This organization also provides the District with resources and support to enable student participation in two Unified Interscholastic Sports, Bocce and Track and Field. Students with disabilities compete alongside typical peers by attending matches/meets at neighboring schools just as they would if participating in a traditional school sport.

2.   A specific highlight of CVSD's inclusive practices is the district's commitment to a teaming approach. Learning Support staff at the elementary schools attend grade level regular education meetings in order to effectively communicate and resource staff regarding student needs in the regular education setting. Intentionally built-in common planning time has been developed at the middle school, which supports the implementation of IEP goals and delivery of effective instruction to all students. A clearly defined schedule has been developed for regular education teachers at the high school to meet with learning support staff to receive support with tools and strategies for instructional design and assessment. Common planning time has also been built into the schedules of the learning support staff at each building level to allow those individuals to meet regularly as a department to insure the continuity of programming across the grade levels, promote best instructional practices, problem solve, and refine IEP development and specially designed instruction. Push-in support and co-teaching continues to be emphasized in all buildings. Additionally, the district employs several paraprofessionals and personal care aides to assist with building a nurturing and safe environment for students. These individuals are a valuable resource to the district and assist students with interpersonal skills, self-regulation skills, and academics. All CVSD paraeducators meet highly qualified guidelines and maintain 20 hours of professional development annually.

3.   Through community outreach, parents are encouraged to participate in all district and community educational groups. The Special Education Supervisor represents CVSD as a member of the Local Parent Rights Task Force, which is a community group dedicated to keeping parents informed and improving services provided in Beaver County. Information

on how to get involved in local community groups is sent home with students and available on the district's website. Parent trainings occur at IEP meetings, parent teacher conferences, open house, and student orientation. Each IEP meeting is attended by the Special Education Supervisor who provides on-site consultation to the team. The School Psychologist is also available to provide consultation and resources to parents and staff as needed. Additional information and resources are available to parents on the district's website.

4.   The district continues to employ a full time Transition Coordinator, who works closely with IU 27 to develop a successful transition program. The transition team has initiated social skills programs in both the middle and high school to help students relate to the changing world around them. Community based instruction occurs quarterly in both the middle and high school to help students learn and apply skills needed for employment and independent living. Students with special needs at these levels participate in career based assessment and exploration. A Transition Portfolio is maintained for each student to assist with job search or post secondary education/training to prepare students to meet employment goals.

Outside agencies and our community at large are enlisted to strengthen the program. During the school year, high school students work with through partnerships with outside agencies to complete a 90 hour paid work experience. They are mentored by job coaches in employment/training settings within the school district and the community, which can result in career opportunities. High school students are also involved with Bender Leadership Academy, Pre-Employment Transition Services (P.E.T.S) and the Beaver County YES Academy to learn skills that will help them achieve full time competitive employment after graduation. Outside financial grants are currently being pursued to fund and support additional transition opportunities. As part of our transition program, a student who may be experiencing difficulty in a traditional high school setting can take advantage of alternative educational opportunities such as certification programs at both the Beaver County Career and Technology Center and Community College of Beaver County for the Aviation Academy and Health Academies.

Additionally, students have extended job shadowing experiences; in-school apprenticeships in the cafeteria, janitorial/maintenance division, school and the Central Valley Warrior Food Pantry. A collaborative approach is utilized at the high school to provide create programming to meet the unique needs and post secondary goals of individual students. This includes enlisting the Office of Vocational Rehabilitation (OVR) to meet with students during their junior and senior year to assist with guidance and training with regard to post secondary resources and funding for individuals with disabilities.

5.   Central Valley also recognizes the challenge of transitioning between school buildings for students with disabilities. A proactive approach to ensure successful transitions is taken, with an emphasis from elementary school to middle school and middle school to high school. Activities designed to assist both parents and students with transition include: a specialized transition day, tailored to the special education population transitioning from grades 5 to 6 and grades 8 to 9, which foster a welcoming and informative approach to the routines and procedures of the respective buildings, a yearly connection from middle school to high school is made by taking middle school students to the high school kitchen lab to prepare a full meal and generalize learned skills while gaining familiarity with the high school building and staff, and special education teachers meet with students and families prior to their transition to a new school building to address concerns and provide small group and/or individualized tours to assist with the transition process.

6.   Central Valley believes that a pre-referral process targeting students for intervention is a vital component of the educational process. As a result, the district has allocated resources and staff time toward the continued maintenance and implementation of its ASAP (All Students' Advancement Program). Research based interventions and foundational skill reinforcement are provided in a small group setting. Data from universal screening instruments and state and local assessments is carefully collected and analyzed by reading and math specialists in order to help regular education teachers target

appropriate interventions to students in Tier 2 and 3. This emphasis on the pre-referral process has most recently been extended to our Speech Language Support program with the development of an RTII based 5 minute speech session to address the needs of students, who are not formally identified allowing students to remain in their least restrictive environment to the maximum extent possible. Speech and Language Teachers also provide home programs for non-eligible students who have developmentally appropriate sound errors as a preventative intervention.

7.   The Central Valley School District understands the importance of teaching preventative strategies, defining student expected behaviors, and supporting appropriate behaviors through the implementation of the School Wide Positive Behavior Interventions and Supports (SWPBIS). The SWPBIS framework focuses on sustaining and providing supports through a three-tiered system that runs parallel to the academic supports of a comprehensive multi-tiered system of support (MTSS). Tier 1 (universal level) serves as the foundation for teaching the expected behaviors to students utilizing a common language amongst students and staff and focusing on positive reinforcement when students meet desired expectations. Tier 2 (targeted group) provides students targeted interventions who require additional support in one or more areas of need related behavioral, social, and/or emotional needs, and Tier 3 (individual) gives more intensive supports designed to help students with significant social/emotional needs through research based interventions. SWPBIS teams meet regularly to ensure that the universal level of supports are implemented with fidelity. Additional SWPBIS data teams analyze behavioral data related to students' Office Discipline Referrals (ODR) which are tracked in the School-Wide Information System Suite (SWISS) to determine the appropriate interventions for students. Center Grange Primary School, Todd Lane Elementary School, and the Central Valley Middle School have all been recognized by the state for implementing Tier 1 SWPBIS programming with fidelity. Ongoing efforts are underway to develop and implement strong tier 2 and tier 3 supports for students and to obtain state recognition for implementing such tiered supports with fidelity. Furthermore, the District has partnered with Glade Run Lutheran Services to provide school based mental health opportunities for students in grades K-8. This partnership is to be expanded to include grades 9-12 in the Fall of 2018 in order to provide students with a continuum of emotional and behavioral supports within their neighborhood school.

8.   The District believes that developing 21st century skills will prepare students to be productive members in society. The Central Valley School district believes in developing and fostering these skills through a district-wide 1:1 initiative and the creation of STEM labs. At the middle and high school levels, the IPAD serves as the primary instructional tool used instead of the traditional textbooks and worksheets. At the elementary levels, the IPAD is incorporated to enhance the educational process and assist with differentiated instruction in the classroom. The use of technology provides individualized instruction and student engagement to meet a variety of student needs within the general education and/or special education classrooms. With the creation of three STEM labs, students are exposed to hands-on experiences that integrate the areas of Science, Technology, Engineering, and Mathematics. Students have opportunities to collaborate with others to create robots, design and model using CAD, use a 3D printer, and build 3-dimensional figures. A K -12 STEAM Expo is organized to showcase students' creations in the STEM labs and also an opportunity to partner with local businesses to show the importance of these skills for future employment and career opportunities.

9.   The District's commitment to participation in PaTTAN's Autism Initiative is an asset to elementary students and their families as students begin to transition to school age services. The District has dedicated two classrooms and appropriate staff to provide verbal behavior programming and applied behavioral analysis techniques for students with severe communicative, behavioral, and social delays so that they may participate meaningfully within the school district and the curriculum. This program utilizes a collaborative approach between consultants, teachers, school staff, and families which builds trust and rapport amongst

all individuals working with the child in order to provide consistency and continuity of care. The program utilizes research based curriculum and programming to meet the wide array of needs for students with Autism and other significant disabilities who demonstrate communication and behavioral needs as determined by research based diagnostic tools. The Autism Initiative utilizes intensive teaching procedures that allow for students to demonstrate mastery of skills in multiple areas of verbalization, communication, behavior, and socialization areas which impact daily life and the ability to access academic curriculum and participate with typical peers. The program fosters data driven decision making to determine student progress and need for successive programming both within the special education and regular education settings so that students can benefit from typical peer models. Program procedures include applying specific teaching procedures to allow for general education curriculum to become accessible for students participating in the program. Classroom practices are reviewed by qualified personnel from PaTTAN twice per year to ensure growth, progress, and accountability for the program implementation within our classrooms to ensure that students are provided quality teaching and learning opportunities within the least restrictive environment.

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

Facility Name	Facility Type	Services Provided By	Student Count
Gateway Rehabilitation Center	Nonresident	Gateway Rehabilitation Center	4

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
New Horizon School- Beaver Valley Intermediate Unit (IU #27)	Special Education Centers	IU operated special education center providing Full Time Emotional Support	3
The School at McGuire Memorial	Approved Private Schools	An approved private school providing Full Time Autistic support	2
The Education Center at Watson Institute	Approved Private Schools	A private school providing Full Time Autistic support	4
Instruction in the Home	Instruction in the Home	Multiple Disability Support	1
New Horizon School- Beaver Valley Intermediate Unit (IU #27)	Special Education Centers	IU operated special education center providing Full Time Multiple Disability Support	1
New Horizon School- Beaver Valley Intermediate Unit (IU #27)	Special Education Centers	IU operated special education center providing Full Time Life Skills Support	5
The School at McGuire Memorial	Approved Private Schools	An approved private school providing Full Time Multiple Disability Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	4	0.5
Locations:				
Center Grange Primary 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	10	0.5
Locations:				
Center Grange Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program
   Operator: School District
   PROPOSED PROGRAM INFORMATION
      Type: Position
      Implementation Date: March 17, 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	6 to 8	14	0.28
Locations:				
Center Grange Primary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 9	5	0.1
Locations:				
Center Grange Primary 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	Autistic Support	6 to 9	5	0.42
Locations:				
Center Grange Primary 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	6 to 9	4	0.2
Locations:				
Center Grange Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program
   Operator: School District
   PROPOSED PROGRAM INFORMATION
      Type: Position
      Implementation Date: March 17, 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	8 to 11	2	0.18
Locations:				
Todd Lane 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	8 to 11	3	0.38
Locations:				
Todd Lane 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	8	0.4
Locations:				
Todd Lane 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	Emotional Support	8 to 11	2	0.04
Locations:				
Todd Lane Elementary School	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:* January 9, 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	9 to 12	2	0.25
Locations:				
Todd Lane Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	12	0.6
Locations:				
Todd Lane 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	8 to 11	3	0.15
Locations:				
Todd Lane Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

> *Operator:* School District
>
> **PROPOSED PROGRAM INFORMATION**
>
>> *Type:* Position
>>
>> *Implementation Date:* March 17, 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	28	0.57
Locations:				
Todd Lane 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	Autistic Support	8 to 11	4	0.33
Locations:				
Todd Lane 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	Emotional Support	8 to 11	5	0.1
Locations:				
Todd Lane Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

> *Operator:* School District
>
> **PROPOSED PROGRAM INFORMATION**
>
>> *Type:* Position
>>
>> *Implementation Date:* March 17, 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	9 to 12	3	0.25
Locations:				
Todd Lane Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	32	0.65
Locations:				
Todd Lane 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	Emotional Support	9 to 12	5	0.1
Locations:				
Todd Lane Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 17, 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
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	4	0.5
Justification: Caseload is not greater than 3 years.				
Locations:				
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	7	0.36
Locations:				
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	1	0.05
Locations:				
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 15	1	0.09
Locations:				
Central Valley Middle	A Middle School	A building in which General Education		

School	Building	programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 17, 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	15	0.77
Locations:				
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	2	0.1
Locations:				
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 15	1	0.13
Locations:				
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 17, 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	11 to 13	2	0.17
Locations:				
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	25	0.5
Locations:				
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 13	5	0.1
Locations:				
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	4	0.2
Locations:				
Central Valley Middle School	A Middle 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: March 17, 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	12 to 15	5	0.1
Locations:				
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	27	0.55
Locations:				
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 15	3	0.25
Locations:				
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	2	0.1
Locations:				
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 17, 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	12 to 15	3	0.25
Locations:				
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 15	5	0.1
Locations:				
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	27	0.55
Locations:				
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	2	0.1
Locations:				
Central Valley Middle School	A Middle 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: March 17, 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 16	3	0.25
Locations:				
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 16	5	0.1
Locations:				
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 16	27	0.55
Locations:				
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	2	0.1
Locations:				
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> *Type:* Position
> *Implementation Date:* March 17, 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	14 to 18	3	0.25
Locations:				
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	0.5
Locations:				
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Emotional Support	14 to 18	7	0.15
Locations:				
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.1
Locations:				
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 17, 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	16 to 20	3	0.25
Locations:				
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 20	5	0.1
Locations:				
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	27	0.55
Locations:				
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	2	0.1
Locations:				
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position
Implementation Date: March 17, 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
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	2	0.1
Locations:				
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	13	0.65
Locations:				
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	16 to 20	2	0.25
Locations:				
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position
Implementation Date: March 17, 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
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 20	4	0.5
Justification: Some students exercise their rights to maintain in school until they are 21. Individual class periods are grouped to limit the age range as much as possible.				
Locations:				
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 20	2	0.1
Justification: Students exercise their right to maintain educational services until the age of 21. Individual class periods are scheduled to limit the age range to the maximum extent possible.				

Type of Support	Level of Support	Age Range	Caseload	FTE
Locations:				
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	8	0.4
Locations:				
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	55	0.85
Locations:				
Center Grange Primary 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	12 to 16	1	0.01
Locations:				
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 21	9	0.14
Justification: The speech teacher intentionally designs sessions to group students within the mandated 3 year age span and/or focuses on same speech goals.				
Locations:				
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #18
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 11	32	0.5
Locations:				
Todd Lane 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	Speech and Language Support	12 to 15	22	0.34

Locations:				
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 21	10	0.16
Justification: Students exercise right to remain in education until age 21. They are not grouped with students outside of the 4 year age range for services.				
Locations:				
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19

> *Operator:* Intermediate Unit
>
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 8	3	0.06
Locations:				
Center Grange Primary Center	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 11	1	0.02
Locations:				
Todd Lane Elementary	A Middle 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	12 to 15	1	0.02
Locations:				
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	16 to 18	1	0.02
Locations:				
Central Valley High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

> *Operator:* School District
>
> **PROPOSED PROGRAM INFORMATION**
>
> > *Type:* ClassandPosition
> >
> > *Implementation Date:* August 22, 2016
>
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	5	0.63
Locations:				
Center Grange Primary 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 7	7	0.35
Locations:				
Center Grange Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 22, 2016

Explain any unchecked boxes for facilities questions: This speech teacher shares a classroom with an existing speech teacher so this is not an additional space.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	26	0.4
Locations:				
Center Grange Primary 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	12 to 15	6	0.1
Locations:				
Central Valley Middle School	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Supervisor	All District Buildings	1
School Psychologist	All District Buildings	1
Special Education Secretary	All District Buildings	1
Transition Coordinator	All District Buildings	1
Instructional Aides	All District Buildings	21
Personal Care Aides	All District Buildings	18

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Beaver Valley Intermediate Unit (IU #27)- Audiological Services	Intermediate Unit	10 Minutes
AOT inc.- Occupational Therapy	Outside Contractor	5 Days
MRS Physical Therapy- Physical Therapy	Outside Contractor	16 Hours
Western PA School for the Blind- Vision Therapy	Outside Contractor	1 Hours

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:

This question has not been answered.

District Accomplishments

Accomplishment #1:

The district surveyed our school community and staff to identify perceived strengths in the district. The information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived accomplishments for the district. The accomplishments are as follows:

- Have a safe and positive school climate

Accomplishment #2:

The district surveyed our school community and staff to identify perceived strengths in the district. The information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived accomplishments for the district. The accomplishments are as follows:

- Prepared and knowledgable teaching staff

Accomplishment #3:

The district surveyed our school community and staff to identify perceived strengths in the district. The information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived accomplishments for the district. The accomplishments are as follows:

- Are meeting the mission and vision statements from the previous comprehensive plan

District Concerns

Concern #1:

The district surveyed our school community and staff to identify perceived strengths in the district. The information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived accomplishments for the district. The accomplishments are as follows:

- More work around the concept of counseling and mental health

Concern #2:

The district surveyed our school community and staff to identify perceived strengths in the district. The information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived accomplishments for the district. The accomplishments are as follows:

- Continued focus on school safety

Concern #3:

The district surveyed our school community and staff to identify perceived strengths in the district. The information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived accomplishments for the district. The accomplishments are as follows:

- Consistent curriculum delivery

Concern #4:

The district surveyed our school community and staff to identify perceived strengths in the district. The information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived accomplishments for the district. The accomplishments are as follows:

- Continue working on improving communication

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #5)* Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Aligned Concerns:

The district surveyed our school community and staff to identify perceived strengths in the district. The information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived accomplishments for the district. The accomplishments are as follows:

- More work around the concept of counseling and mental health

---

The district surveyed our school community and staff to identify perceived strengths in the district. The information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived accomplishments for the district. The accomplishments are as follows:

- Continued focus on school safety

Systemic Challenge #2 *(Guiding Question #3)* Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

The district surveyed our school community and staff to identify perceived strengths in the district. The information was then taken to the comprehensive planning steering committee to synthesize the feedback and for the development of a list of perceived accomplishments for the district. The accomplishments are as follows:

- Consistent curriculum delivery

Systemic Challenge #3 *(Guiding Question #10)* Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

District Level Plan

Action Plans

Goal #1: Improve Communication

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: Surveys, Communication Committee, Usage Reports (website, auto caller, social media, etc..)

Specific Targets: Survey of targeted groups identified in the plan to evaluate effectiveness of district communication.

Strategies:

District Wide Comprehensive Communication Plan

Description:

The District will create a comprehensive communication plan that identifies key groups that need communicated with, the types of information that needs communicated, and the means in which appropriate communication will take place.

SAS Alignment: None selected

Implementation Steps:

Create a Comprehensive Communication Plan

Description:

The communication committee will create a proposed district communication plan to include:

- Identify a committee to create a comprehensive communication plan for the Disrict
- Identify key communicators within the school community
- Seek Board approval of proposed communication plan
- Implement the communication plan to include
o Student health needs
o Curriculum
o School safety
o Updated website
o Social media tools
o Increase public relations
- Annual review of the communication plan

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

Program Area(s): Student Services

Supported Strategies:

- District Wide Comprehensive Communication Plan

Goal #2: Increase Social and Emotional Supports

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: School Wide Information System, Annual Student Assistance Data, Safe Schools Reports, Universal Screeners to identify At-Risk Students

Specific Targets: Reduction in discipline referrals, increased attendance, increased student achievement, increased participation in mental health supports

Strategies:

Increase access to mental health supports

Description:

Additional mental health options to meet varied needs

SAS Alignment: Safe and Supportive Schools

Implement tier 2 and tier 3 School-wide Positive Behavior Supports

Description:

Continued partnership with Pennsylvania Positive Behavior Intervention Support Network will increase knowledge and access to behavioral supports.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Develop Partnerships with Community Agencies

Description:

- Identify staff needs related to mental health
- Partner with the Highmark Caring Place to provide grief counseling
- Identify community agencies to provide staff and student supports regarding mental health
- Maintain partnership for School Based Mental Health

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

Program Area(s): Student Services

Supported Strategies:

- Increase access to mental health supports

Implement universal screening to identify internalizing and externalizing behavior for elementary and middle school students

Description:

- Maintain School Wide Positive Behavior Support Teams
- Identify, select and implement research based universal screener
- Maintain building level data teams to analyze screening data
- School Wide Positive Behavior Support Teams will utilize data to assign evidence based interventions for students

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

Program Area(s): Student Services

Supported Strategies:

- Implement tier 2 and tier 3 School-wide Positive Behavior Supports

Evaluate the feasibility to implement School-wide Positive Behavioral Supports at the high school

Description:

- Develop a committee
- Identify and evaluate high schools who implement school wide positive behavior support programs
- Solicit student and staff feedback
- Develop a recommendation

Start Date: 7/1/2019   **End Date:** 6/30/2020

Program Area(s): Student Services

Supported Strategies:

- Implement tier 2 and tier 3 School-wide Positive Behavior Supports

Goal #3: Improve School Safety

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: SWIS Data, Discipline Referrals, Safe Schools Reports, Safety Drill Reflection Reports, Safety Committee Meetings, Navigate Prepared Data

Specific Targets: Discipline Referrals, Reduction in Safe Schools Reporting, Positive feedback following safety drill reflections

Strategies:

Educate students and staff about school safety

Description:

Security and safety preparation will be completed to allow students and staff to know how to respond in case of emergency.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Implement security and safety procedures

Description:

- Maintain a District School Safety and Security Coordinator
- Maintain Emergency Management Committee
- Continue A.L.I.C.E. education programs
- Continue to coordinate with local first responders
- Implement regular district-wide security drills
- Solicit feedback from staff and students to improve safety procedures
- Maintain and update safety protocols as needed

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

Program Area(s):

Supported Strategies:

- Educate students and staff about school safety

Goal #4: Increase Student Achievement

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Local and State assessment data, PVAAS data, Future Ready Index data, SPP data, PIMS data

Specific Targets: Local and State assessment data increase in student performance, PVAAS growth, Future Ready Index Indicators, SPP Score, Increase in graduation rate

Strategies:

Provide relevant professional development

Description:

The District intends to maintain the professional development committee and annual professional development plan.

SAS Alignment: Instruction

Evaluate and Align Curriculum

Description:

Aligning the curriculum will increase student achievement and growth on standardized tests

SAS Alignment: Standards, Curriculum Framework

Ensure Graduation Requirements Meet Student Needs

Description:

Reviewing graduation requirements will ensure students are prepared for post-secondary opportunities.

SAS Alignment: Assessment

Implementation Steps:

Annual Professional Development Plan

Description:

- Maintain a Professional Development Plan Committee
- Review and revise survey for professional development needs
- Maintain yearly professional development calendar
- The professional development committee will create a common post training evaluation tool to assess the effectiveness and quality of the professional development activities and presenters.
- Develop a pre-screening process to select qualified presenters
- The administrative team will meet in August to finalize a the calendar for professional development for the upcoming school year

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

Program Area(s): Professional Education

Supported Strategies:

- Provide relevant professional development

Specialized Professional Development

Description:

- Teachers will receive specialized training to address pedagogical skills and strategies they can use in the classroom to differentiate instruction to meet the needs of gifted/struggling students.
- Embed mandated training in District professional development plan (Child Abuse, Suicide Awareness, and Child Exploitation).
- Share and train teachers assigned to non-tested subjects with regard to PSSA data.
- Security and safety training for all staff

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

Program Area(s): Professional Education

Supported Strategies:

- Provide relevant professional development

Maintain a New Teacher Induction Committee/Plan

Description:

- Annually update current induction manual
- Embed research based instructional practices and resources (Danielson Model)
- Embed mandated training into induction manual (Child Abuse, Suicide Awareness, and Child Exploitation)
- Provide PSSA data to all new teachers
- Provide training for teacher mentors as part of the induction plan

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

Program Area(s): Teacher Induction

Supported Strategies:

- Provide relevant professional development

Evaluate Graduation Requirements

Description:

- Study offering high school credits for Algebra and Geometry courses
- Study offering high school credits for Community College of Beaver County (CCBC) Academies
- Study lowering mathematics graduation credit requirements from 5 credits to 4 credits

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

Program Area(s): Student Services

Supported Strategies:

- Ensure Graduation Requirements Meet Student Needs

Curriculum Mapping

Description:

- Create protocol to audit course maps
- Evaluate curriculum for honors and AP courses
- Review pre-requisites for honors and AP courses
- Continue to align CVSD courses to the PA Core and National Common Core Standards
- Review current course offerings for age/developmental appropriateness
- Review when AP courses are offered in relation to dates of AP Exams
- Continue vertical and horizontal alignment meetings
- Create parent friendly curriculum map

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

Program Area(s): Professional Education

Supported Strategies:

- Evaluate and Align Curriculum

Continue Development of Local Classroom Assessments

Description:

- Continue work on common assessments across grade levels and content areas
- Establish practices for annual assessment review

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

Program Area(s):

Supported Strategies:

- Evaluate and Align Curriculum

Continue Validation of Implemented Assessments

Description:

- Create/maintain a committee of grade level/content area teachers K-12 to review assessment practices vertically and horizontally for appropriate rigor and consistency
- Maintain a K-12 assessment calendar for state and local assessments

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

Program Area(s):

Supported Strategies:

- Evaluate and Align Curriculum

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Increase Social and Emotional Supports	Strategy #1: Increase access to mental health supports

Start	End	Title	Description
7/1/2019	6/30/2022	Develop Partnerships with Community Agencies	• Identify staff needs related to mental health • Partner with the Highmark Caring Place to provide grief counseling • Identify community agencies to provide staff and student supports regarding mental health • Maintain partnership for School Based Mental Health

Person Responsible	SH	S	EP	Provider	Type	App.
Special Education Supervisor	1.0	4	35	Outside Agency	Non-profit Organization	No

Knowledge	Staff will increase understanding of mental health and strategies and resources available to support student social and emotional needs.
Supportive Research	Student achievement improves when they are provided a safe and nurturing learning environment.
Designed to Accomplish	

For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Empowers educators to work effectively with parents and community partners.		
For school and district administrators, and other educators seeking leadership roles:	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	School Whole Group Presentation		
Participant Roles	Classroom teachers School counselors Paraprofessional Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Staff survey to determine additional training as needed	**Evaluation Methods**	Participant survey

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 or 28 days whichever comes first.

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

Affirmed by Thomas Mowad on 11/14/2018

Board President

Affirmed by Nicholas Perry on 11/14/2018

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 Thomas Mowad on 6/7/2018

Board President

Affirmed by Nicholas Perry on 6/7/2018

Superintendent/Chief Executive Officer