

Penns Valley Area SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

4528 Penns Valley Road
Spring Mills, PA 16875
(814)422-2000
Superintendent: Brian Griffith
Director of Special Education: Holly Sawyer

Planning Process

In November of 2013, the Penns Valley Area School District appointed a District Level Planning Committee, comprised of district administrators, building administrators, teachers, school board members, students, and community members, to develop their Comprehensive Plan. These committee members, which were chosen by their prespective groups, began by analyzing data in order to determine needs of the district. The data included student, staff, teacher, and parent surveys, academic data, SPP data, PAYS surveys, and community survey data. Based upon the determined needs, the Steering Committee developed goals for the district.

In addition to the District Level Planning Committee, sub committees were developed to include Elementary and Secondary Committees, a Special Education Committee, and Fianace and Facilities Committees. In order to form these committees, a letter was sent our to all parents, teachers, and community members inviting them to join one of these groups. These committees were given the goals developed by the Steering Committee and were tasked with developing Action Plans to support the achievement of the goals.

Once the Action Plans were developed, they were sent back to the District Planning Committee for final approval. These documents were then used to help building administrators develop their building level plans using the same general process. After all plans were developed and reviewed the Comprehensive Plan was put on our website for final approval before the Board approval in May.

Each meeting data, agenda, and corresponding documentation was posted on the website immediately following the meeting so that all interested parties would be able to review the progress.

In January of 2018, the Penns Valley Area School District began their Comprehensive Plan Mid-Point review. In February of 2018, community members, district administrators, building administrators, teacher and school board members met to review the progress the district has made with regards to the Comprehensive Action Plans as well as to review data and develop additional Action Plans. The Comprehensive Plan was updated and was put on the school district's website for review prior to final School Board approval in April of 2108.

Mission Statement

District Mission Statement

Empowering our students every day to reach individual success

Vision Statement

District Vision Statement

The Penns Valley Area School District is a rural and progressive community dedicated to the well-being of each student. We seek to create engaged, passionate, and motivated life-long learners who will become contributing members of society. We are committed to effective communication within a supportive and trusting environment that will create a shared understanding between all members of the school community.

Shared Values

Statement of Beliefs

We believe that...

1. our primary responsibility is to engage, motivate and impassion learners.
2. a safe, caring, nurturing and comfortable environment promotes learning.
3. the educational process is best served when we respect and embrace the differences among all people.
4. our partnered school community shares the responsibility for quality education and high performing schools.
5. excellence is best-achieved and maintained by inspiring our staff through effective leadership, teamwork and the appropriate provision of resources.

6. a culture of continuous improvement promotes student achievement.

7. Learning happens in different ways, from different starting points, and becomes a life-long process.

Educational Community

The Penns Valley Area School District is located on the eastern side of the Centre County Region and encompasses five townships (Gregg, Haines, Miles, Penn, and Potter) and two boroughs (Centre Hall and Millheim). There are about 1,500 students enrolled in three elementary schools, one intermediate school and one junior-senior high school. The district employs 121 faculty, 78 support staff, and ten administrators. The superintendent is Mr. Brian Griffith.

The District continues to focus its efforts to improve instruction in every classroom to meet the specific and individual needs of our students. A 4-year old kindergarten program option, a full day kindergarten experience for all students, researched based literacy programs as well as scientifically research based best practices in teaching, grade level teaming, and a hybrid schedule at the secondary level are indicative of the commitment the district has made to students becoming successful adults. Technology is used as a tool to support the rigorous curriculum to extend beyond the school day and building. Professional development opportunities for teachers and administrators address instructional and assessment strategies for helping students experience success in a positive school environment.

As part of its comprehensive plan, Penns Valley emphasizes partnerships between the school and the community, literacy, the utilization and application of modern technologies, the development of each student's capabilities and talents, the demonstration of logical and critical thinking skills, and the appreciation of each person as a respected individual and citizen.

Planning Committee

Name	Role
Nate Althouse	Administrator : Professional Education
Nathan Althouse	Administrator : Schoolwide Plan
Sherri Connell	Administrator : Professional Education Special Education
Jane Gessner	Administrator : Schoolwide Plan
Robert Miller	Administrator : Professional Education
Lynn Naugle	Administrator : Professional Education
Kurt Nyquist	Administrator : Professional Education
Holly Sawyer	Administrator : Special Education
Holly Sawyer	Administrator : Professional Education

Danielle Yoder	Administrator : Professional Education
Carl Gaffron	Board Member : Professional Education
Holly Hawkins	Board Member : Schoolwide Plan
Chris Houser	Board Member : Professional Education
Jeff Hyde	Board Member : Professional Education
Melissa Krum	Board Member : Professional Education
Kerri Kubalak	Board Member : Professional Education Schoolwide Plan
BT Schwier	Board Member : Professional Education
Karen Dobson	Business Representative : Professional Education
Fred Ironside	Business Representative : Professional Education
Stephen Foust	Community Representative : Professional Education
Carolyn Foust	Community Representative : Professional Education
Jim Goodwin	Community Representative : Professional Education
Patricia Goodwin	Community Representative : Professional Education
Patricia Goodwin	Community Representative : Special Education
Art Gover	Community Representative : Professional Education
Phyllis Jodon	Community Representative : Professional Education
Van Jodon	Community Representative : Professional Education
Georgene Searfoss	Community Representative : Professional Education
Kristen Albright	Ed Specialist - Instructional Technology : Professional Education
Shelly Weaver	Ed Specialist - Other : Professional Education Special Education
Janelle Meadows	Ed Specialist - School Psychologist : Professional Education
Lori Sullivan	Elementary School Teacher - Regular Education : Professional Education
Shannon Reeder	Elementary School Teacher - Special Education : Professional Education Special Education
John Howell	High School Teacher - Regular Education : Professional Education

Jessica Lanich	High School Teacher - Regular Education : Professional Education
Deneen Keller	High School Teacher - Special Education : Special Education
Annette Rager	High School Teacher - Special Education : Professional Education
Shawnee Heckman	Middle School Teacher - Regular Education : Professional Education
Dina Howell	Middle School Teacher - Regular Education : Professional Education
Lauren Boob	Parent : Professional Education
Danielle Duvall	Parent : Special Education Schoolwide Plan
James Goodwin	Parent : Special Education
Daniel Heckman	Parent : Professional Education
Stephanie Ironside	Parent : Professional Education
Laureen Johnson	Parent : Professional Education
Brent Korman	Parent : Professional Education
Holli Kubalak	Parent : Professional Education
Donald Kupp	Parent : Professional Education
Emily Martell	Parent : Professional Education
Brad Martz	Parent : Professional Education
Chuck Mason	Parent : Professional Education Special Education
Peter Montminy	Parent : Professional Education
Salvatore Nicosia	Parent : Professional Education
Amy Niewinski	Parent : Professional Education
Celesta Powell	Parent : Professional Education
Betsy Quigley	Parent : Professional Education
Thomas Quigley	Parent : Professional Education
David Yoder	Parent : Professional Education
Lauren Eberly	Student : Professional Education
Marcy Smucker	Student : Professional Education
Nicholas Witherite	Student : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
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English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Accomplished	Accomplished

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

- Arts and Humanities
- 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
- Family and Consumer Sciences
- Science and Technology and Engineering Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- Arts and Humanities
- 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
- Family and Consumer Sciences
- Science and Technology and Engineering Education

Unchecked answers

None.

Middle Level

Checked answers

- Arts and Humanities
- 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
- Family and Consumer Sciences
- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

- Arts and Humanities
- 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
- Family and Consumer Sciences

Unchecked answers

None.

Explanation for any standards checked:

During the curriculum writing process, we have added and enhanced standards, sometimes moving mastery of the standards to an earlier grade level. Additionally, we require, at minimum 4 Math, Science, Social Studies, and Language Arts classes at the High School level.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

During the curriculum writing process, we determine what standards are covered in what courses. The standards are then developed into units and it is determined what the students need to know, understand, and be able to do, including what vocabulary we are going to teach. Unit maps, with lesson essential questions and timelines, are then developed. Finally, pre and post assessments are developed for each course. The assessment questions are written to a specific facet of understanding - this assures mastery is consistent in all classrooms.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

During the curriculum writing process, we determine what standards are covered in what courses. The standards are then developed into units and it is determined what the students need to know, understand, and be able to do, including what vocabulary we are going to teach. Unit maps, with lesson essential questions and timelines, are then developed, Finally, pre and post assessments are developed for each course. The assessment questions are written to a specific facet of understanding - this assures mastery is consistent in all classrooms.

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

This narrative is empty.

High School Level

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

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

Processes used to ensure Accomplishment:

During the curriculum writing process, we determine what standards are covered in what courses. The standards are then developed into units and it is determined what the students need to know, understand, and be able to do, including what vocabulary we are going to teach. Unit maps, with lesson essential questions and timelines, are then developed. Finally, pre and post assessments are developed for each course. The assessment questions are written to a specific facet of understanding - this assures mastery is consistent in all classrooms.

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

This narrative is empty.

Modification and Accommodations

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

All students are educated in the least restrictive environment. All teachers have access to 504 plans, IEP's and GIEPs, accommodations and modifications so that they can incorporate these into their planned instruction.

Instruction

Instructional Strategies

Checked Answers

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

Regular Lesson Plan Review

Checked Answers

- Administrators

Unchecked Answers

- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

All administrators are required to do at least 160 walkthroughs per year. Each walkthrough is documented and provides teachers with feedback and questions upon which to reflect. Using the new Educator Effectiveness Model, each teacher will be observed during the 2013-2014 school year at least two times. Our Differentiated Supervision Plan provided our teacher an opportunity for peer coaching if they so choose. Finally, we have technology coaches K-12 and instructional coaches at in grades 7-12. Lesson plans are turned in weekly and are reviewed by administrators. The plans are also the basis for formal observations and walkthroughs.

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

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation

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

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.	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.

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
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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.

Our elementary and middle school teachers use an MTSS model to identify our Tier II and Tier III students. These students are then given additional instruction, above and beyond the curriculum. This additional instruction is research based and is targeted to meet the specific deficits of each student. At the high school level, students are placed in remediation sessions based upon deficiencies in English Language Arts, Math, and Biology. Teachers who are assigned to teach the remediation and Tier II and Tier III instructional sessions are all highly qualified and have all recieved specific training on any interventions they are using.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	28.00	28.00	28.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	6.00	6.00	6.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing

the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

Unchecked answers

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

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

Methods and Measures

Summative Assessments

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

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
SRI's - lexile levels	X	X	X	X
District Assessments	X	X	X	X
DIBELS	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher made assessments	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
DIBELS	X	X		
CDT's		X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

District assessments are reviewed during curriculum writing and when needed revised. During monthly data team meetings, teacher observations, and walkthroughs, data is reviewed and discussed.

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.

Our district assessments are written during the curriculum writing process which occurs on a five year cycle. During this cycle, the assessments are reviewed and if needed revised.

Collection and Dissemination

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

PSSA, District Assessment, DIBELS, CDT's, lexile level, STAR and any other data is collected by our MTSS and Assessment Coordinator. This data is then disseminated to the appropriate administrators and teachers for analysis. This analysis occurs during monthly data team meetings, grade level team meetings, and as building teams. We also analyze data as an administrative team.

Data Informed Instruction

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

The RtII and Assessment Coordinator, in cooperation with teachers and administrators, use data to provide students with interventions, moving students in and out of Tier Placements.

For those students who have not demonstrated proficiency, remediation opportunities are provided, either by intervention strategies, additional courses, remediation time, or through Title I services. Remediation services could include technology programs, RtII grouping, additional teacher time and/or other strategies. If a student is not proficient, his/her progress is monitored on a more frequent basis to ensure that the interventions are working.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

District assessments, CDT's, and our summative assessments are aligned to standards. Assessments, during data team meetings, daily instruction, and grade level meetings, are analyzed to determine strengths and needs of groups and individual students. Based upon these needs, teachers use best practice instructional strategies and interventions to reteach to mastery. Students are reassessed and progress is monitored.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

At the beginning of each school year, all parents receive individual PSSA scores. Presentations to the teachers and School Board Directors (using PSSA and PVAAS information) are given in September. Local media usually reports on these presentations. During parent teacher conferences, IEP meetings, and through our website, information about assessments are disseminated. We also have a school assessment calendar that provides information about all major assessments.

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

This narrative is empty.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

Penns Valley Area School District has no struggling schools. Through our curriculum writing cycle, our assessments, and data analysis, we will continue to monitor student achievement, both collectively and individually, and will make adjustments and improvements as needed. We will continue to develop School Improvement Plans for each school within the district and we will continue to update those plans based upon our data.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	E EI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs				
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	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				
Student Assistance Program Teams and Training			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:

Our data shows that we do not need a school resource officer. We are have chosen not to use Peer Helpers.

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.)

Using parent and teacher recommendations as well as assessment data, students are evaluated to determine their eligibility for a GIEP. If the student does not qualify for a GIEP,

based upon assessment, the student, when appropriate, will be provided with acceleration and enrichment opportunities.

Penns Valley offers a continuum of gifted services ranging from enrichment to the gifted learners current program to acceleration by subject area or entire grade level. The program is focused on extending the differentiated learning opportunities for gifted learners based on their individual areas of interests and strengths. It is also the intent of this program to provide an atmosphere in which gifted students are encouraged to be self-motivated to initiate and develop their own systematic approaches to learning.

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

We use teacher referral, parent referral, and data referral methods to identify students who are thought to be gifted and in need of specially designed instruction beyond the regular education.

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

Students qualify based upon a multi-criteria process to determine if they move toward a gifted evaluation. The process analyzes data in both ELA and Mathematics.

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.

Programming is offered in both enrichment and acceleration based upon a GIEP determination.

Developmental Services

Developmental Services	EEP	E EI	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
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X

RTII/MTSS	X	X	X	X
Wellness/Health Appraisal		X	X	X

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

Based upon data, our teacher communicate with our RtII and Assessment Coordinator, guidance counselors, administrators, nurses, and Director of Student Support Services as needed. This communication and collaboration occurs via email, data team, IEP, and student support meetings. These meetings include parent and outside agency meetings when necessary.

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

We offer, in collaboration with CenClear Services, a pre-K program for at risk students. This, coupled with our Literacy Nights for parents and pre-K students, help to ensure that our students are Kindergarten ready. A local agency, in partnership with the district (free space), also provides after school care for school age children. Tutoring opportunities provided through the community and local churches are advertised by our administrators and counselors as needed.

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.

PVSD works with agencies and holds transition meetings as students are entering Kindergarten. Penns Valley also has a pre-K programs in collaboration with CenClear Services, for at risk students. The program allows both CenClear and PVSD to place 17 students (for a total of 34) into the program which is housed in two district elementary buildings.

In order to provide a smooth transition to kindergarten, the district host kindergarten registrations, meet the teacher days, and back to school nights. In addition, PVSD started Literacy Nights for incoming kindergarten students and their parents. These five nights provide parents reading ideas and activities they can do at home with their children.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

During the curriculum writing process, after the curriculum and assessments have been written, materials and resources are research and evaluated to determine how well they will help students master the curriculum. The curriculum rubric looks at areas such as differentiation and match to the curriculum.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

During the curriculum writing process, after the curriculum and assessments have been written, materials and resources are research and evaluated to determine how well they will help students master the curriculum. The curriculum rubric looks at areas such as differentiation and match to the curriculum.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

During the curriculum writing process, after the curriculum and assessments have been written, materials and resources are research and evaluated to determine how well they will help students master the curriculum. The curriculum rubric looks at areas such as differentiation and match to the curriculum.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

During the curriculum writing process, after the curriculum and assessments have been written, materials and resources are research and evaluated to determine how well they will help students master the curriculum. The curriculum rubric looks at areas such as differentiation and match to the curriculum.

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 "

While teachers have been trained to use the SAS Materials and Resources, they are not required to use those resources.

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 "

While teachers have been trained to use the SAS Materials and Resources, they are not required to use those resources.

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 "

While teachers have been trained to use the SAS Materials and Resources, they are not required to use those resources.

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 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
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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

	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 "

While teachers have been trained to use the SAS Materials and Resources, they are not required to use those resources.

Early Warning System

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

Not answered

Professional Education

Characteristics

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

Through the Act 48 committee and the Administrative Team meetings, we review our strengths and needs in these and other areas then develop a comprehensive professional development plan to address areas of concern.

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

We have incorporated these strategies into classrooms on an as needed basis.

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:

1/24/2014
The LEA plans to conduct the required training on approximately:
8/13/2018

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:
1/18/2016
The LEA plans to conduct the training on approximately:
1/13/2020

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
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

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

*Unchecked answers**None.*

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

Through student data and faculty, student, and parent surveys, professional development priorities are identified. Once identified, the Act 48 professional development committee, which is comprised of community members, parents, teachers, and administrators, develop a schedule for professional developments. All faculty and all administrators attend and participate in professional development. At the end of the professional development training, faculty evaluate the training. The administration, through walk-throughs, observations, and lesson plan review, evaluate implementation of professional development. Data is reviewed to determine effectiveness of the professional development.

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

*This narrative is empty.****Induction Program****Checked answers*

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

Unchecked answers

None.

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

Our induction program provides new teachers, both to the profession and to the district, with a mentor and with monthly meetings. Each mentor has a list of mandatory topics for discussion during weekly meetings with the new teachers. The monthly meetings, organized by the Assistant Superintendent, provides professional development of a variety of topics - some standard and some based upon a survey completed at the beginning of the induction process. New teachers are observed six times a year by administrators, at least two times by their mentors, and the new teachers observe other teachers as well. These observations are designed to discuss best practice teaching strategies, and to ensure understanding of curriculum and resources. New teachers must complete a journal and portfolio and must have an exit interview.

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

This narrative is empty.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

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

Our induction program provides new teachers, both to the profession and to the district, with a mentor and with monthly meetings. Each mentor has a list of mandatory topics for discussion during weekly meetings with the new teachers. The monthly meetings, organized by the Assistant Superintendent, provides professional development of a variety of topics - some standard and some based upon a survey completed at the beginning of the induction process. New teachers are observed six times a year by administrators, at least two times by their mentors, and the new teachers observe other teachers as well. These observations are designed to discuss best practice teaching strategies, and to ensure understanding of curriculum and resources. New teachers must complete a journal and portfolio and must have an exit interview.

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

This narrative is empty.

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

Each mentor is chosen based upon being outstanding, positive, experienced educator who has a strong knowledge of instruction, LEA policies and practices.

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

This narrative is empty.

Induction Program Timeline

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The Induction Program is evaluated yearly, through surveys and discussion with new teachers and administrators.

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: **201**

Identification Method

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

The Penns Valley Area School District shall address whether a child does not achieve adequately for the child's age or meet State approved grade level standards in one or more of the following areas: Oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculations, mathematics problem solving. For reading, the District uses a process based on the child's response to scientific research-based interventions which includes documentation of high quality instruction, research-based interventions and regularly monitored students progress. For all other areas, the District utilizes a process that examines whether a child 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, determined not primarily the result of other factors (visual, hearing, orthopedic disability, intellectual disability, emotional disturbance, environmental or economic disadvantage, limited English proficiency). The District ensures that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that prior to, or as a part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction. Additionally, repeated assessments of achievement are conducted at reasonable intervals, reflecting formal assessments of student progress during instruction, which was provided to the child's parents. The District ensures that screening or early intervening activities do not serve as a restriction to the right of parents to request an evaluation at any time, including prior to or during the conduct of early intervening

activities.

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>

Based on current enrollment data, there is a smaller percentage of students identified with Other Health Impairment (OHI) as compared to the state percentage. The District evaluates any child who exhibits a suspected disability including OHI. Similarly, the percentage of students identified as having a Speech and Language Impairment is higher than the state percentage. The District works with Early Intervention providers to ensure children who have a Speech and Language Impairment continue to receive services in the school age setting. The District completes comprehensive evaluations to determine if the student has an impairment in the areas of articulation and/or language. Based on current trends, more children have an increased need in language development.

Non-Resident Students Oversight

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

The Meadows maintains licensure as a Licensed, Private Academic School. Only students who qualify as 1306 students under the state guidelines are provided educational services by Penns Valley Area School District. For all 1306 students placed at the Meadows, PVASD has developed a system of enrollment to ensure these students receive appropriate education. The PVASD and The Meadows Psychiatric Center are currently in the process of developing procedures to ensure that the PVASD is providing FAPE to all 1306 students. The PVASD has established a process and procedures for ensuring FAPE to all 1306 students residing at Zerby Gap FamilyWorks. Zerby Gap Familyworks is a all boy's Group Care Home for boys ages 12 -18. District staff and Zerby Gap staff work closely to ensure that all residents enter into an appropriate educational program immediately upon entering the facility. Upon notification from Zerby Gap, the PVASD coordinates an IEP Team meeting to determine the appropriate placement and ensure FAPE. Zerby Gap students are educated in the Penns Valley Area School District, unless it is determined by the team or the judicial

system that an alternative placement is necessary. The close working relationship between the district and Zerby Gap FamilyWorks has enabled us to help these students be successful during their placement in the district.

The following procedures have been put in place with both of these facilities and are followed with each student admission.

- 1306 facility notifies PVASD via e-mail or phone that student has been admitted to facility. If admission occurs during school day, district should be notified that day. Otherwise, notification should occur on the next school day.
- All pertinent information will be provided to district, including IEP if received. Otherwise, district will contact student's home school district and obtain the IEP.
- District will scheduled IEP meeting to be held as soon as possible (usually within 24 hours), to include LEA, special education teacher, regular education teacher, parent/guardian, facility representative and any others determined necessary by the team. In most cases, parents will be asked to participate via phone.
- IEP will be reviewed by team and determined if it can be implemented. Services will begin immediately.

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).

Currently, there are no correctional institutions within the Penns Valley Area School District. In the event a correctional facility should locate within our school district, the following plan will be implemented: The PVASD would communicate with the facility on a regular basis regarding persons under the age of 21 who may be eligible for basic educational services and/or special education services (as defined in 24 P.S. Section 12-1306.2). The district would develop and implement a plan to provide educational services as required in 24 P.S. Section 12-1306.2, including Basic Education Services - persons under 17 are subject to compulsory education laws, and must attend a program of basic education. These programs must be offered to all individuals ages 17-21 that have not receive a high school diploma and wish to continue their education. Persons under 21 who are charged with a criminal offense and confined to a correctional institution shall be eligible for educational services in the same manner and to the same extent as those who have been expelled pursuant to Section 1318 of the Public School Code.

The PVASD would develop and implement a plan to provide special education services as required by the federal Individuals with Disabilities Education Act (IDEA), including:

- Special Education Services - eligible students are entitled to receive special education when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. The correctional institution would be provided with the district's annual Child Find Notice. Appropriate evaluation procedures and diagnostic/screening instruments will be used to determine eligibility and educational needs of inmates. IEP's will be developed, implemented, and reviewed in accordance with state and federal laws and regulations. A Free and Appropriate Public Education (FAPE) would be provided in conformity with the IEP.
- Incoming inmates would be required to complete a screening form and a notification form for education in the district. All records are then requested from the state in order to ensure that the most current and up-to-date information has been provided. All documentation will be reviewed by the Student Support Office and updated accordingly in order to provide a Free and Appropriate Public Education.

Least Restrictive Environment

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

The Penns Valley Area School District is committed to educating students with disabilities in the least restrictive environment with maximum integration in the regular education setting. When the IEP team meets, the focus is on how to provide the necessary supports for the student to be educated in the regular education environment. All teachers have been trained in Learning Focused Skills Strategies that encompasses instructional supports that align with special education services. Training is provided to all school personnel on understanding the needs of students with disabilities both academically and behaviorally.

The IEP team reviews the services and supports necessary along with addressing the Gaskin's questions on supplementary aids and services. If the students' needs cannot be met in the regular education setting with intensive aids and services, the IEP team develops a program focused on meeting the student's current needs in a special education setting by developing the necessary skills to return the student to the regular education setting as soon as appropriate. Special education services are delivered by highly qualified faculty who collectively possess a comprehensive repertoire of knowledge, experience and skills. The staff includes special education teachers, occupational therapists, physical therapists, speech and language pathologists, school psychologists, and para-educators. All are appropriately licensed and are trained in research-based, instructional strategies and specially designed instruction.

As part of a comprehensive program, co-teaching and inclusive strategies have been utilized throughout the district. The district has provided intensive and continual training and support to regular and special education teachers to meet the needs of students within the regular education setting. Training is provided by state and local experts in various topics related to inclusive practices including school wide behavioral supports. The district is continually assessing current programs to make modifications and ensure that personnel have the necessary training and resources based on research based methods that are proven to increase integration and academic progress. Students' goals are monitored through progress monitoring methods, local and state assessments, and other diagnostic tests to ensure the students are making adequate progress in the least restrictive environment.

Training opportunities are offered through PATTAN, CIU, and other local and federal programs and information sources. The District provides monthly training opportunities, information about current research based methods, and contacts for regular and special education teachers. Throughout the school year, consultants are utilized to provide the most current information to all school personnel to ensure we are providing our students with an appropriate education in the least restrictive environment while focusing on ensuring that the students are provided with educational benefit and progress on their individual goals.

Pertaining to Indicator 5, PVASD has meet all SPP targets and 88.2% of our students with disabilities are educated in the regular education setting which is considerably higher than the state average of 62.4%. The district contracts with local school districts and other educational providers in the area to provide educational programming for students requiring more intensive, specialized instruction and or behavioral/emotional support. As the students progress in their skill development, the IEP teams continue to explore opportunities for the students to return to the district whether for instructional inclusion and/or extracurricular opportunities. The district teams work closely with parents and community agencies (i.e. MH, IDD, CASSP, Strawberry Fields, OVR) to ensure access and integration for students with intensive physical, behavioral, emotional and/or cognitive needs.

Supplementary Aides and Services:

<u>Collaborative: Adults working together to support students</u>	Scheduled time for co-planning and team meetings, instructional arrangements that support collaboration, professional development related to collaboration, coaching and guided support for assistive technology, scheduled opportunities for parental collaboration through meetings and trainings, all staff collaborate to develop and deliver supplementary aides and services
<u>Instructional: Development and delivery of instruction that addresses diverse learning needs</u>	Providing modified curricular goals, providing alternate ways for students to demonstrate learning through different modalities, providing test and assignment modifications, providing alternate materials and/or assistive technology, providing instruction on functional skills, changing the method of presentation, using reader services, providing research-based supplementary materials, providing instructional adaptations
<u>Physical: Adaptations and modifications to the physical environment</u>	Furniture arrangement in environments, specific seating arrangements, individualized desk, chair, etc., adaptive equipment, adjustments to sensory input, environmental aides, structural aides
<u>Social-Behavioral: Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior</u>	Social skills instruction and groups, counseling support, peer supports and groupings, individualized positive behavior support plans, school-wide positive behavior supports, deescalation technique training for all staff, modification of rules and expectations, cooperative learning strategies, tiered support for behavior management

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.

Students with disabilities who violate the Code of Student Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations and Board policy and, if applicable, their Individualized Education Program (IEP) and Behavior Support Plan.

For a child with a disability whose behavior impedes his/her learning or that of others, the Individualized Education Program (IEP) team must consider strategies and supports, including effective behavior interventions, to address that behavior. These interventions and supports must be included in the Individualized Education Plan. When behavior is determined to be a special consideration, assessment data should be included in the Present Levels of Functional Performance area of the IEP. This would include: antecedents, measurable description of behavior of concern, consequences, function and hypothesis statement. Individualized Education Plan Behavior Support Plans shall contain the following information: Definition of behavior problem, hypothesis regarding the problem behavior, measurable goals, antecedent/setting event strategies, alternative skills to be taught, instructional consequence strategies, reduction oriented consequence strategies including crisis management plan if necessary, long term prevention strategies and evaluation schedule. Effective Behavior Support/Intervention Plans begin with effective behavioral assessments. The A-B-C format (antecedents, behavior and consequences is used). Baseline data collected through direct observation of the specific behavior of concern is necessary both to determine the current severity of the behavior of concern and to provide the comparison data by which the effectiveness of the behavior interventions will be evaluated. Functional Behavior Assessments are required for the following: Persistent behavior concerns Discipline changes of placement occurrences Interim Alternative Education Placement (45 day rule) 300.520(a) (2) Anytime restraints were employed to control behavior Interventions: Positive rather than negative measure shall form the basis of behavior support programs. Behavior Support Program includes a variety of techniques to develop and maintain skills that will enhance an individual student's or young child's opportunity for learning. Identify positive interventions that would reduce the undesirable behavior. Identify appropriate behaviors to be substituted in the place of the inappropriate ones. The types of intervention chosen for a particular student or young child shall be the least intrusive necessary. When necessary, use direct teaching of social skills, coping and problem solving skills. Intervening at all three levels is best: antecedent level, personal level, and consequence (positive and negative) level.

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as

punishment. Emergency procedures for behavior that presents a clear and present danger to the student or others may be delineated on the IEP. These emergency procedures may include such activities as: Parent contact to immediately remove student from school Notify Mental Health Calling emergency Services and Ambulance Obtaining permission from Pennsylvania Department of Education when removal (suspension) constitutes a change of placement. Strategies include: Problem Solving Social Skill Training Life Space Interview Token Economics and Point System Shaping Self-Monitoring Differential Reinforcement Procedures Contracts Response Cost Time Out Training: The District assures that it will provide adequate training and supports to appropriate personnel in the use of specific procedures, methods, and techniques. Training will be updated as appropriate. Teachers and staff utilizing physical restraint as a protective procedure will be certified in crisis intervention strategies as described in the Safe Crisis Management (SCM) training program. Teachers providing services for students with behavioral concerns participate in trainings which address functional behavior assessment, and development of behavior intervention/support plans. Trainings are offered by school district personnel two times per year. One of our District's elementary schools has been identified as a Banner School for School Wide Positive Behavior Support. All of the remaining elementary, intermediate and junior/senior high schools are implementing School Wide Positive Behavior Support on a continuous basis.

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.

Penns Valley Area School District has been able to ensure FAPE for all students receiving special education services. The student's needs are discussed at the Individualized Education Program meeting and supports and services are developed for the individual student. The least restrictive environment is always considered first with the location of supplementary aids and services occurring in the regular education classroom. If the student's needs cannot be met in this setting, then progressively more restrictive options are considered until an effective learning setting for the child's program is determined. Any issues that are a barrier to an educational placement are addressed using the interagency model in collaboration with Central Intermediate Unit. We also partner with area school districts who offer partial programs for students with severe behavioral and/or emotional concerns. For students with severe behavior concerns, the District contracts with the Manito Alternative Education Program and the NHS School. Other placement options in the

neighboring State College Area School District and the HEARTS (elementary)/STRIDES (middle school) partial programs.

If the district was unable to develop an appropriate program, then the team would look for other options within the area. Contact would then be made with agencies such as Children and Youth Services, Meadows Psychiatric Center, Northwestern Human Services, Strawberry Fields, HEARTS, STRIDES, Bethesda, Centre County Base Service Unit/MHIDD, etc., to provide additional supports and/or placement assistance. If there is no suitable program available, then the district would consult with the IU's Cordero Coordinator for assistance. Also appropriate district personnel would notify the state level Regional Interagency Coordinator (RIC) when such situations arise. The PVASD continues to communicate with all local and outside agencies to attempt to provide the best possible programs and placements for our students.

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.

The Penns Valley Area School District is dedicated to meeting the needs of our students with special needs and helping them become productive and successful members of our society. Our Department of Student Support Services encompasses many programs and initiatives designed to meet the various needs of each individual student. We accomplish this by focusing on each student's individual needs and developing a comprehensive plan that includes services and instructional accommodations in the least restrictive environment. Based on the students' needs, we have developed new programming, delivery of services, training for all instructional staff, and on-going evaluation of our effectiveness.

- Penns Valley Area School District is focused on educating our students within the district programs. We have developed programs and services within our District in order to provide for the unique needs of our students.
- The special education staff at Penns Valley Area School District is comprised of dedicated and highly trained individuals that are committed to offering each individual student with special needs to a free and appropriate public education. Our Special Education Staff includes a Director of Student Support Services, one full-time and one part-time school psychologists, two speech and language therapists, one administrative assistant, ten highly qualified special education teachers, eleven highly qualified para-educators, and nine personal care assistants.
- We contract with several agencies that provide expertise and support to our programs and direct services to our students. These service providers provide this support within the district to further reduce any need for students to be moved out of the district. These services include occupational therapy, physical therapy, deaf and hard of hearing support, and vision support.

- For our high needs students, we have several classrooms in our buildings to provide for the intensive supports and services necessary to ensure education benefit and progress on their individual goals and objectives. These programs are additionally open to other local school districts.
- With a focus on educating our students within Penns Valley Area School District, we have formatted our programs to include specialized programs across the district. We offer Learning Support, Emotional Support, Life Skills Support, Deaf and Hard of Hearing Support, Vision Support, Multiple Disabilities Support, and Autistic Support at varying intensity levels for all grades.
- Learning support services are provided for students at every building level with a focus on providing a full continuum of services. Depending on the students' level of need in all academic areas, these services provide the support and accommodations that are necessitated by their Individualized Education Program.
- Based on the specific needs of our students, related services are offered to all students with disabilities. These services include speech and language, occupational therapy services, physical therapy services, emotional support, deaf and hard of hearing support, vision support, and transportation services.
- Parent Training Sessions are offered to all parents of children with special needs. Some of the topics presented included special education laws, understanding Individualized Education Programs, least restrictive environment, reading and math strategies, autism, secondary transition, and behavior modification techniques.
- All staff members are provided the opportunity to be trained in Safe Crisis Management through trained school district staff.
- Penns Valley Area School District utilizes a web-based program for developing and maintaining special education documents district wide. This allows all staff and services providers access to develop special education reports and monitor progress on students' goals. In addition, the team of teachers, support staff, services providers, and administrators has increased capacity to share necessary information about accommodations to student programming.
- Co-teaching is currently being utilized throughout the district and in various programs depending on the needs of the students. All staff members have been provided continued and on-going training in co-teaching techniques. This shift in philosophy of educating students in the regular education setting has benefited all students and staff members in a more holistic approach to delivering special education services.
- All teachers are trained in Learning Focused Schools Strategies. The District focus has positively impacted both regular and special education settings and instructional outcomes.

- All special education classrooms are equipped with iPads for student use throughout the day. Although our students who attend the high school have laptops for their daily instructional use, iPads provide various learning opportunities and tools through the use of educational applications. They are used as assistive devices for some students who are non-verbal as well as educational devices for practice of skill mastery. Teachers are consistently provided with training opportunities pertaining to the use of technology.
- The district continues to build transition services provided to students age 14 to 21. Currently, we provide a variety of site visits to our students looking at employment and post secondary opportunities. Job opportunities are also provided to a number of students with job coaching support. Outside agencies such as CIU #10, Penn State University, OVR, Skills, and Career Link are involved in the transition process. Many of our students also attend the career and technology center and through that program, co-op opportunities may be available with support. We have utilized our AmeriCorp representative to help plan and organize activities related to transition.
- In order to meet the needs of all the students with special needs across the district, special education programs utilize a multitude of research based reading, writing, and math programs and strategies. These programs are implemented according to the specific needs and learning styles of the individual student. Teachers receive on-going training in research based methods to further enhance our programming.

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
The Meadows Psychiatric Center	Nonresident	Students who are patients at The Meadows are unable to attend public school due to the nature of their mental illness and treatment requirements. These students are served educationally by a certified special education teacher provided by the District.	0
Zerby Gap FamilyWorks	Nonresident	Educational services are provided by the Penns Valley Area School District.	6

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Nittany Learning Services	Other	Alternative Education doe Disruptive Youth Program	2
NHS School State College	Approved Private Schools	Emotional Support Services	1
Soaring Heights	Approved Private Schools	Autism Support Services	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	14	0.3
Locations:				
Centre Hall/Miles Township 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	10 to 10	1	0.1
Locations:				
Centre Hall 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	6 to 11	5	0.5
Justification: Grouping of students complies with age range requirements				
Locations:				
Centre Hall 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	7 to 7	1	0.1
Locations:				
Centre Hall Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 31, 2017

Reason for the proposed change: Change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	2	0.2
Locations:				
Penns Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 7	1	0.1
Locations:				
Penns Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 7	1	0.5
Locations:				
Penns Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 8	1	0.2
Locations:				
Penns Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS*Type: Position**Implementation Date: March 31, 2017**Reason for the proposed change: Change in caseload***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 10	20	0.6
Locations:				
Penns Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 12	1	0.2
Locations:				
Penns Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 9	2	0.2
Locations:				
Penns Valley Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4*Operator: School District***PROGRAM DETAILS***Type: Position**Implementation Date: March 31, 2017**Reason for the proposed change: change in caseload***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	13	0.6
Locations:				
Penns Valley Intermediate 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	8 to 8	1	0.1
Locations:				
Penns Valley Intermediate 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 12	1	0.1
Locations:				
Penns Valley Intermediate 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 12	1	0.2
Locations:				
Penns Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 31, 2017*Reason for the proposed change:* change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 9	1	0.2
Locations:				
Penns Valley Intermediate 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%)	Multiple Disabilities Support	11 to 13	3	0.5
Locations:				
Penns Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 11	1	0.2
Locations:				
Penns Valley Intermediate 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	13 to 13	1	0.1
Locations:				
Penns Valley Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	51	1
Justification: Grouping of students complies with age range requirements				
Locations:				
Centre Hall/Miles Township Elementary Schools	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	44	0.7
Justification: Grouping of students complies with age range requirements				
Locations:				
Penns Valley Elementary and Intermediate Schools	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	14 to 21	17	0.3
Justification: Grouping of students complies with age range requirements				
Locations:				
Penns Valley High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 31, 2017*Reason for the proposed change:* change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	15	0.3
Locations:				
Penns Valley High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 14	2	0.2
Locations:				
Penns Valley High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 14	2	0.1
Locations:				
Penns Valley High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 12	1	0.2
Locations:				
Penns Valley High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 13	1	0.2
Locations:				
Penns Valley High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 31, 2017

Reason for the proposed change: change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 19	15	0.7
Justification: Grouping of students complies with age range requirements				
Locations:				
Penns Valley High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	17 to 17	1	0.3
Locations:				
Penns Valley High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: March 31, 2017

Reason for the proposed change: change in caseload

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	15	0.7
Locations:				
Penns Valley High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	17 to 18	2	0.3
Locations:				
Penns Valley High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	12	0.5
Locations:				
Penns Valley High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 14	1	0.1
Locations:				
Penns Valley High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 16	2	0.4
Locations:				
Penns Valley High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 31, 2017*Reason for the proposed change:* change in caseload**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 19	4	0.5
Locations:				
Penns Valley High School	A Junior/Senior High	A building in which General Education programs are		

	School Building	operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	21 to 21	1	0.3
Locations:				
Penns Valley High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	15 to 15	1	0.2
Locations:				
Penns Valley High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	12 to 21	3	0.02
Justification: Grouping of students complies with age range requirements				
Locations:				
Penns Valley High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 31, 2017*Reason for the proposed change:* To improve the delivery of special education programs/services**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	13 to 16	3	0.1
Locations:				
Penns Valley High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 12	4	0.2
Justification: Grouping of students complies with age range requirements				

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

Program Position #15*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 7	2	0.4
Locations:				
Centre Hall 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	5 to 7	2	0.4
Locations:				
Centre Hall 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	5 to 7	2	0.2
Locations:				
Centre Hall Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Student Support Services	All Buildings	1
School Psychologist	All Buildings	1.5
Para-educators (Special Education)	All Buildings	8
Personal Care Assistant	All Buildings	11

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	5 Days
Physical Therapy	Intermediate Unit	3 Days
Interpreter	Outside Contractor	5 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

This question has not been answered.

District Accomplishments

Accomplishment #1:

Penns Valley Area School District has made AYP for the past six years. We have continually increase student performance at all levels. We have aligned all curriculum to the PA standards and have provided our teachers with professional development in order to teach the standards using best practice research. The district has made a commitment to using technology to differentiate instruction through a 1 to 1 device program.

Accomplishment #2:

Needs assessments to design professional development should be aligned with the district's instructional priorities and with educators' learning needs.

Accomplishment #3:

Design and implement a procedure for the early identification and response to academically at risk students in all subject areas.

District Concerns

Concern #1:

Need improved communication between and among teachers, staff, parents, students, and community members to solve problems and create solutions to improve student learning.

Concern #2:

Need to improve communication of educational opportunities to parents and students to improve student learning.

Concern #3:

All. students are not making at least one year's growth as measured by PVAAS

Concern #4:

Curriculum is not always vertically aligned so that teachers are able to differentiate.

Concern #5:

Career counseling to prepare students for post-secondary education or work needs to be improved.

Prioritized Systemic Challenges

No prioritized systemic challenges have been identified.

District Level Plan

Action Plans

Goal #1: Develop and implement a six year professional development plan, updated with annual needs assessments, which are aligned with the district's instructional priorities and with educators' learning needs.

Indicators of Effectiveness:

Type: Annual

Data Source: Achievement Data, Survey Data

Specific Targets: Increase in student achievement, staff survey on professional development

Strategies:

Professional Development Survey

Description:

Develop and administer yearly professional development needs survey to all staff aligned with instructional priorities.

SAS Alignment: Instruction, Materials & Resources

Jr/Sr High School Schedule

Description:

Research and make recommendations for a Jr/Sr High Schedule

SAS Alignment: Curriculum Framework, Instruction, Safe and Supportive Schools

Data analysis to determine priorities

Description:

Determine individual student instructional priorities, including remediation and acceleration opportunities, by analyzing data (student performance and growth, teacher observations, surveys, research, social and emotional needs etc.) and develop School Improvement Plans tailored to individual student strengths and needs.

SAS Alignment: Assessment, Instruction

Implementation Steps:

Implementation Plan

Description:

Each Action Plan has a timeline associated with it.

Start Date: 9/2/2014 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- Professional Development Survey
- Jr/Sr High School Schedule
- Data analysis to determine priorities

Goal #2: Develop and implement plans to improve communication between and among teachers, staff, parents, students, and community members to solve problems and create solutions to improve student learning. Develop and implement plans to improve communication of educational opportunities to parents and students to improve student learning.

Indicators of Effectiveness:

Type: Annual

Data Source: Surveys

Specific Targets: Increase in communication and parent/community perception.

Increase in educational opportunities for students.

Strategies:

Jr/Sr High School Schedule

Description:

Research and make recommendations for a Jr/Sr High Schedule

SAS Alignment: Curriculum Framework, Instruction, Safe and Supportive Schools

Communications/PR Person

Description:

Research, develop a job description for and hire a communication/PR person.

SAS Alignment: Safe and Supportive Schools

Communication Plan

Description:

Create, implement, and annually update a communication plan using data from the community survey and all other relevant district surveys.

SAS Alignment: Safe and Supportive Schools

LED Sign

Description:

Research and determine a plan for LED sign purchase.

SAS Alignment: Safe and Supportive Schools

*Report Cards***Description:**

Reconvene report card committee to review report cards and make recommendations.

SAS Alignment: Standards, Assessment, Curriculum Framework

*Website expectations***Description:**

Create written protocols and expectations with multi-year tiered implementation for teacher, school, and district level website.

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

*Communicate Course and Grade Level Expectations***Description:**

Develop and implement a plan to communicate course and grade level expectations.

SAS Alignment: Standards, Curriculum Framework, Instruction

*Information to Parents***Description:**

Communicate timely information (assessments, projects, activities, resources) to parents and students.

SAS Alignment: Assessment, Instruction, Materials & Resources

Communication Plan Implementation

Description:

Implement the communication plan as approved by the board

SAS Alignment: Materials & Resources, Safe and Supportive Schools

*Online Course Opportunities***Description:**

Communicate the varied course opportunities to our students to include online learning.

SAS Alignment: None selected

*Graduate Survey***Description:**

Plan, Design, and Implement a survey for PV students 1 year after graduation with the purpose of assessing academic/workplace readiness.

SAS Alignment: Assessment, Safe and Supportive Schools

*Website evaluation***Description:**

Evaluate website and make recommendation for changes

SAS Alignment: Materials & Resources, Safe and Supportive Schools

*Mentoring for Coaches***Description:**

Develop and Implement a mentoring program for coaches as appropriate.

SAS Alignment: Assessment, Safe and Supportive Schools

Parent Engagement

Description:

Revisit, evaluate and implement strategies for improved parent engagement.

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

*Communication Plan Implementation***Description:**

Update and Implement the Communications Plan

SAS Alignment: Materials & Resources, Safe and Supportive Schools

*Community Internet***Description:**

Advocate for community access to high speed internet to provide anytime/anywhere learning

SAS Alignment: Materials & Resources, Safe and Supportive Schools

*Student Opportunities***Description:**

Research and accurately communicate post secondary opportunities/scholarships, especially at locally popular institutions.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

*Survey Feedback***Description:**

Provide the community feedback on how surveys inform programs/changes within the school

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

Parent Interaction and Engagement

Description:

Provide face-to-face interactions with parents and community members through meaningful programming.

SAS Alignment: Curriculum Framework, Instruction, Safe and Supportive Schools

Recording of Board Meetings

Description:

Research and update the board on a plan to record and post school board meetings beyond current practice.

SAS Alignment: Materials & Resources

Implementation Steps:

Goal #3: Students will meet grade level expectations as measured by an annual increase of at least 3% on the School Performance Profile (SPP) or an SPP score of 90 or higher. Each student will make at least one year of academic growth as measured by PVAAS. The annual benchmarks will increase by at least 5% or maintain a 90% growth rate per grade per subject per building.

Indicators of Effectiveness:

Type: Annual

Data Source: SPP data and PVAAS data

Specific Targets: Annual increase of at least 3% on the School Performance Profile (SPP) or an SPP score of 90 or higher.

The annual benchmarks will increase by at least 5% or maintain a 90% growth rate per grade per subject per building.

Strategies:

Non-traditional Settings

Description:

Work to establish a committee to research and make recommendations for those students who are not reaching their full potential in the current traditional setting.

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

Assessments for Future Ready Index

Description:

Develop Grade 3 Reading and Grade 7 Math Assessments for Future Ready Index.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

SLO Assessments

Description:

Collect and maintain data on SLO's assessments

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

District Funded Pre-K Program

Description:

Research and recommend options for a District funded PreK Program.

SAS Alignment: Standards, Curriculum Framework, Safe and Supportive Schools

Implementation Steps:

Implementation Plan

Description:

This implementation plan will be based upon Action Plan document

Start Date: 9/1/2014 **End Date:** 6/1/2020

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

Supported Strategies: None selected

Goal #4: All curricula will be vertically aligned and will be utilized by teachers to differentiate instruction, assignments, and assessments for the purpose of increasing achievement for all students. Design and implement a process for the early identification of and response to academically and/or behaviorally at-risk students.

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum Development

Achievement Data

RtII Intervention Analysis

Specific Targets: SPP and PVAAS data

Strategies:*Curriculum Audit***Description:**

Conduct a curriculum audit and use the audit to address and concerns.

SAS Alignment: Curriculum Framework

Curriculum Writing Process

Description:

Review and document a curriculum writing process to include written, taught, and tested criteria to ensure that district curriculum addresses PA Core Standards with regards to content and cognition

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

*PD for Unit Development***Description:**

Review, provide professional development for and develop district and classroom assignments and assessments to ensure that they address district curriculum with regards to content, context, and cognition. All faculty will be expected to prepare a high quality unit plan meeting all expectations as outlined in the curriculum audit.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

*Policies and Regulations for Curriculum and Professional Development***Description:**

Review and update all Board Policies and Administrative Regulations related to Curriculum Development and Professional Development as referenced on page 12 of curriculum audit.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

*Program Evaluation Protocol***Description:**

Develop and implement a written assessment protocol and program evaluation plan K-12.

SAS Alignment: Assessment, Curriculum Framework

Individualized Learning

Description:

Research and apply for a grant to provide individualized blended learning experience pilot program.

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

*Information System***Description:**

Research and incorporate a software program to collect, consolidate, and manage student assessment data for the use of informing instruction

SAS Alignment: Assessment, Instruction, Materials & Resources

*Child Care Services***Description:**

Develop a Request for Proposal (RFP) for Child Care Services at no cost to the district.

SAS Alignment: Safe and Supportive Schools

*MTSS Elementary Reading***Description:**

Gain approval for identifying students with specific learning disabilities in reading using the MTSS model for PVEI

Gain approval for identifying students with specific learning disabilities in reading using the MTSS model for CHE and MTE

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

*MTSS Elementary Math***Description:**

Gain approval for identifying students with specific learning disabilities in math using the MTSS model for PVEI

Gain approval for identifying students with specific learning disabilities in math using the MTSS model for CHE and MTE

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

MTSS Secondary Reading

Description:

Gain approval for identifying students with specific learning disabilities in reading using the MTSS model for PVHS in Grades 7 & 8

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

Socially and Behaviorally At-Risk Students

Description:

Determine and implement ways to address socially and behaviorally at-risk students at all grade levels.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Individualized Learning

Description:

Through the curriculum writing and professional development process, provide students with relevant, individualized learning/projects.

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

Implementation Steps:

Implementation Plan

Description:

The implementation plan is in the Action Planning Document

Start Date: 9/1/2014 **End Date:** 6/1/2020

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

Supported Strategies:

- Curriculum Audit

Goal #5: Students will receive career counseling and educational opportunities to prepare them for work or post-secondary education in the global society.

Indicators of Effectiveness:

Type: Annual

Data Source: Post Graduation Data

Student Survey Data

SAT data

Specific Targets: Increase in the number of students indicating they are ready to enter post secondary education or the work force. SAT scores will increase.

Strategies:

PSAT

Description:

Give all students the PSAT in grade 11 and use that information to help students make career choices.

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

Post-Secondary Opportunities

Description:

Provide information and multiple opportunities to 6-12 grade students and their parents about post-secondary opportunities and course selections (CPI, technical schools, college testing, applications and scholarship).

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

*Task Audit***Description:**

Conduct a task audit for all guidance office functions and submit a report to the Board.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

*Counseling Center Visits***Description:**

Collect data on school counseling office visits then use data to develop strengths, needs, and goals for school counseling department.

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

*Task Audit***Description:**

Use the the results of the task audit to recommend improvements to counseling office programs that may include: personnel restructuring or additional personnel to provide student and families; services to consider may include social work, mental health services, etc.

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

*Social Worker***Description:**

Hire a social worker/mental health staff members

SAS Alignment: Materials & Resources, Safe and Supportive Schools

PD on College and Career Options

Description:

Provide special education teachers training on transition services to college and career options.

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

Implementation Steps:

Implementation Plan

Description:

See Action Planning Document

Start Date: 9/1/2014 **End Date:** 6/1/2020

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

Supported Strategies:

- PSAT

Goal #6: To develop a fiscal philosophy and six year plan that effectively supports the educational programming of the District. To develop a facilities philosophy and six year plan that effectively supports the educational programming of the District.

Indicators of Effectiveness:

Type: Annual

Data Source: Budget

Specific Targets: Update Plan yearly during the budget process

Strategies:

Penns Valley Education Foundation

Description:

Establish a Penns Valley Education Foundation to help support programming efforts within the District.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

General Fund Reserve Management

Description:

Build and manage general fund reserves to meet the demands on the District budget.

SAS Alignment: Materials & Resources

Debt Optimization Study

Description:

Complete a debt optimization study.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

District Facilities

Description:

Assess the district facilities to meet the needs (both educational and infrastructure)

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Master Plan

Description:

Develop a Master Plan which maintains finance/facility resources that match the advancement of instructional methodology.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

High School Renovation

Description:

Develop and implement a written plan from schematic design phase for high school construction through bidding phase to include timelines and responsibilities of the administration and board in preparation to deliver bidding documents by February 2017.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

High School Renovation

Description:

Develop and implement a written plan for Construction implementation to include a timelines influenced by phasing of the project to insure effective operations of the high school.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

5 Year Facility Plan

Description:

Implement items identified in 5 year facility plan

SAS Alignment: Materials & Resources, Safe and Supportive Schools

High School Renovation

Description:

Bring high school facility renovation and additions to completion through Phase 2A

SAS Alignment: Materials & Resources, Safe and Supportive Schools

District Offered Retirement Plans

Description:

Update and Implement Improvements to the District Offered Retirement Plans

SAS Alignment: Materials & Resources, Safe and Supportive Schools

*Negotiation Process***Description:**

Prepare and Support the Board through the Negotiation Process

SAS Alignment: Materials & Resources, Safe and Supportive Schools

*Energy Usage***Description:**

Reduce Energy Usage.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

*Network Infrastructure***Description:**

Develop new network infrastructure

SAS Alignment: Materials & Resources, Safe and Supportive Schools

*Safety Plan***Description:**

Review and Update the District Safety Plan

SAS Alignment: Materials & Resources, Safe and Supportive Schools

*Recycling Program***Description:**

Investigate and develop district wide recycling/sustainable/green programming.

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

Public Marquee

Description:

Develop a design and plan for a public marquee, including the possibility of alternative revenue through sponsorships and/or advertising.

SAS Alignment: Materials & Resources, Safe and Supportive Schools

Safety Plan

Description:

Develop a plan to communicate changes and updates to the safety and emergency plans and resources available to staff.

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

Implementation Steps:

Implementation Plan

Description:

See Action Planning Document

Start Date: 9/1/2014 **End Date:** 6/1/2020

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

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Penns Valley Area SD.

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer