

Redbank Valley SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

920 E Broad St
New Bethlehem, PA 16242-1157
814-275-2426
Superintendent: John Mastillo
Director of Special Education: Brittany Nowacki

Planning Process

The Redbank Valley School District Comprehensive Planning Team includes representative stakeholder groups from the school community. School directors, district and school level administration, teachers representing their respective schools, parents, students and local business and community representatives are included. The district administration built a framework extending the format developed by the PA Department of Education including continuing improvement components at the district and school level. Committees and sub-committees of the team augmented the framework ensuring district, school, staff and student learning needs aligned with the educational goals of all stakeholder groups as members of the Redbank Valley School District Community. A review of the comprehensive plan was presented to the entire school community prior to submission for state approval. The Redbank Valley School District Comprehensive Plan is a living document and will be reviewed annually by the team ensuring a culture of continual improvement.

Mission Statement

The mission of the Redbank Valley School District community is to instill the knowledge, attitudes, and skills needed for each student to become a productive member of society and achieve at his or her highest potential while providing a safe, disciplined, and inviting environment.

Vision Statement

All students will be productive citizens in a technologically advanced global society.

Shared Values

The Redbank Valley School District community believes that people of character consistently demonstrate and act on the following values:

- *Trustworthiness* — They keep promises, fulfill commitments, and abide by the spirit as well as the letter of an agreement.
- *Loyalty* — They support friends and their profession in good times and bad times on the basis of positive values.
- *Respect* — They treat other people fairly, with tolerance, acceptance, and equity.
- *Compassion* — They show compassion for the well being of others and their environment through acts of caring, generosity, kindness, and service.
- *Citizenship* — They contribute to the well being of their communities (both locally and globally) as responsible citizens acting in positive and creative ways.
- *Work Ethic* — They strive for excellence, taking pride in their work, always giving their best efforts, persevering in spite of adversities, reflecting on the results of their efforts and applying what they've learned to new endeavors.
- *Integrity* — They understand, consider, and accept the impact and consequences of personal actions and decisions.
(A modification of the “Universal Values” first identified by the University of Michigan School of Law)

Educational Community

Redbank Valley School District is located in the rolling hills of rural northwest Pennsylvania along the Redbank Creek. Redbank Valley School District provides the education services to approximately 1110 students in the 165 square mile area of New Bethlehem and Hawthorn Boroughs, and the townships of Mahoning, Madison, Porter, and Redbank of both Clarion and Armstrong Counties. The two elementary schools in New Bethlehem and Hawthorn, and the high school in New Bethlehem, are well maintained, clean, and present a pleasant educational environment.

Redbank Valley School District prides itself in being a rural school district that has a sound academic, technical and vocational program, pleasing environment, commitment to community service and the discipline and respect that are lost in many other areas. The district is committed to providing a 21st century learning environment extending student experience beyond the region. The infrastructure for blended learning opportunities integrating both traditional and web-based learning opportunities is available with a continued emphasis on meeting individual learning needs.

The district attendance rate is 95% with approximately 70% of the graduates enrolling in post secondary education. The district curriculum focuses on the core subjects with the integration of technology and numerous elective courses, including vocational education. Co-curricular activities are available to students year round and actively supported as the Redbank Valley School District is a focal point for the community. Two state universities are within commuting distance to the district

providing post secondary opportunities including two, four and certificated technical educational programs.

Planning Committee

Name	Role
Cheryl McCauley	Administrator : Professional Education Special Education
Amy Rupp	Administrator : Professional Education Special Education
Gordon Barrows	Business Representative : Professional Education
Larry Gourley	Business Representative : Professional Education
Sherri McGinnis	Committee Secretary
Courtney Harman	Community Representative : Special Education
Tina Kennemuth	Community Representative
Jamie Lefever	Community Representative : Professional Education
Chad Shaffer	Community Representative : Professional Education
Glenn Watson	Community Representative : Professional Education
Nick Horner	Ed Specialist - Instructional Technology : Professional Education
Cari Darr	Ed Specialist - Other : Special Education
Amy Switzer	Ed Specialist - School Counselor : Professional Education
Rachelle Kirkpatrick	Elementary School Teacher - Regular Education : Special Education
Gretchen Kunselman	Elementary School Teacher - Regular Education : Professional Education
Salena McCullough	Elementary School Teacher - Regular Education : Special Education
Tina Moore	Elementary School Teacher - Regular Education : Professional Education
Autumn Boddorf	Elementary School Teacher - Special Education : Special Education
Cherie Schultz	Elementary School Teacher - Special Education : Special Education

Eric Yoder	Elementary School Teacher - Special Education : Special Education
Deb Dinger	High School Teacher - Regular Education : Professional Education
Blane Gold	High School Teacher - Regular Education : Special Education
Kathy Wright	High School Teacher - Regular Education : Professional Education
Mike Fricko	Middle School Teacher - Regular Education : Professional Education
Kelly Ripple	Middle School Teacher - Special Education : Professional Education Special Education
Becky Adams	Parent
Kala Adams	Parent : Special Education
Wendy Heeter	Parent : Professional Education
Bethany Miller	Parent : Special Education
Jeanie Nelson	Parent : Professional Education Special Education
Brittany Nowacki	Special Education Director/Specialist : Special Education
Peyton Kirkpatrick	Student
Colin Sheffer	Student

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Pennsylvania State Standards as defined by Chapter 4 are mapped into the Redbank Valley School District curriculum K-12 and aligned with local and state assessments. Future goals include curriculum transitions to include common core standards and eligible content for PA State Keystone Exams.

Elementary Education-Intermediate Level

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

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

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

Pennsylvania State Standards as defined by Chapter 4 are mapped into the Redbank Valley School District curriculum K-12 and aligned with local and state assessments. Future goals include curriculum transitions to include common core standards and eligible content for PA State Keystone Exams.

Middle Level

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

English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

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

Pennsylvania State Standards as defined by Chapter 4 are mapped into the Redbank Valley School District curriculum K-12 and aligned with state and local assessments. Future goals include curriculum transitions to include common core standards and eligible content for PA State Keystone Exams.

High School Level

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

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

Pennsylvania State Standards as defined by Chapter 4 are mapped into the Redbank Valley School District curriculum K-12 and aligned with local and state assessments. Future goals include curriculum transitions to include common core standards and eligible content for PA State Keystone Exams.

Adaptations

Elementary Education-Primary Level

Checked answers

- Arts and Humanities
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Geography
- Health, Safety and Physical Education
- Science and Technology and Engineering Education

*Unchecked answers**None.***Elementary Education-Intermediate Level***Checked answers*

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

*Unchecked answers**None.***Middle Level***Checked answers*

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

*Unchecked answers**None.***High School Level***Checked answers*

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

*Unchecked answers**None.*

Explanation for any standards checked:

.The Redbank Valley School District has developed the existing Pennsylvania academic standards in each of the identified content areas.

Curriculum*Planned Instruction***Elementary Education-Primary Level**

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

Processes used to ensure Accomplishment:

All primary level curriculum has been aligned with the PA Academic Standards.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Intermediate level curriculum has been aligned with PA Academic Standards.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

Middle level curriculum has been aligned with PA Academic Standards

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

High School curriculum has been aligned with PA Academic Standards.

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

This narrative is empty.

Modification and Accommodations

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

The Redbank Valley School District Child Study process focuses on ensuring instructional interventions that allow all students at all ability levels access to a rigorous, individualized standards aligned curriculum.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Peer evaluation/coaching

Regular Lesson Plan Review

Checked Answers

- Building Supervisors

Unchecked Answers

- Administrators
- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

The Redbank Valley School District school administration employs the teacher effectiveness model to ensure both horizontal and vertical articulation with respect to standards aligned instruction meets the needs of our student population. A site-based leadership strategy with support from district administration is implemented throughout the district.

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

The Redbank Valley School District will continue to develop student-centered site based strategies focused on meeting the learning needs of our student population.

Responsiveness to Student Needs**Elementary Education-Primary Level**

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

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

The Redbank Valley School District ensures all teachers and staff are highly qualified and participate in quality professional development programs maintaining quality assurance. The District employs child study strategies based on student performance data to identify and meet the individual learning need of our student population. Instructional interventions supplement teaching strategies incorporated in the regular classroom.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	25.00	25.00	25.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	2.00	2.00	2.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	8.50	8.50	8.50
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.

Unchecked answers

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

changes to the assessment. Validated local assessments must meet the following standards:

- I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
 - Not Applicable. Our LEA does not offer High School courses.

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Teacher Developed, written work by students, work of art, textbook assessments, PSSA, PASA	X	X	X	X
Teacher Developed, written work by students, work of art, textbook assessments, PSSA, PASA, Evaluation of Portfolios of student work, Keystone Exam, Scientific Experiments				X
Teacher Developed, written work by students, work of art, textbook assessments	X			

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Star 360	X	X		
Classroom Diagnostic Tools			X	X
Study Island			X	
Think Through Math		X		
Easy CBM		X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Informal in-class progress monitoring	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
textbook assessments	X	X	X	X
Classroom Diagnostic Tools			X	X
Star 360	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	X	X	X	X
Department Supervisor Review	X	X	X	X
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

This narrative is empty.

Development and Validation of Local Assessments

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

This narrative is empty.

Collection and Dissemination

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

Child study and data teams are actively involved in collecting, analyzing and disseminating student assessment data in each school throughout the district. Building administration are members of building child study and data teams.

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.

Differentiated instruction and ability based groups are used to assist students who have not demonstrated proficiency with respect to state standards. Supplemental instruction is available in all schools both during the regular school day and outside regular school hours to provide additional assistance. Scope and sequence of courses at the secondary level provides students not proficient in reading and mathematics additional skill development.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Differentiated instruction is implemented at all levels to ensure the individual learning needs of students are achieved. The child study process implemented throughout the district ensures instructional modifications and adaptations for all students of all ability levels occurs to meet the individual learning needs of all students.

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

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	X

Individual Meetings				
Letters to Parents/Guardians		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				
Press Releases	X	X	X	X
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

District performance data is available to the community through the above designated distribution methods. The strategies provided by local and web-based opportunities for the community to access and compare district data with state education agencies.

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

Community information presentations have been planned and conducted with minimal public participation. Board updates are provided on an annual basis. District strategies employed facilitate a broad base of information for the school community.

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.

All schools access district resources available to ensure a systemic approach to meeting achievement targets established by the state.

The school district is focused on ensuring student learning growth at each grade level occurs and provides schools access to district resources to supplement regular school day learning activities. The child study process implemented at each school represents a systemic approach to ensure the school facilitates student learning regardless of skill and ability levels.

Programs, Strategies and Actions

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

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

The district does not place elementary students in alternative education programs. All students participating in alternative learning programs at the secondary level receive counseling services.

SAP Teams are a component of the secondary schools educational programs. ESAP and elementary guidance counselors provide similar systemic approaches at the elementary school level.

Both SAP and ESAP Teams provide access to the network of social agencies available to students/families in the community in need of social services.

This plan will be revised and completed for final submission in March 2020.

Screening, Evaluating and Programming for Gifted Students

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

The Redbank Valley School District annually utilizes the local news media publications to create awareness to gifted education services through the Intermediate Unit 6. Student handbooks incorporate gifted education programming and are distributed to students and signed by parents at the start of each school year.

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

The child study team services the needs of both low and high ability students. Teachers are trained to identify students as "thought to be" gifted and refer to the child study process. As the student achievement levels are thoroughly monitored through child study, as applicable, the team recommends to the school psychologist testing for giftedness.

The gifted teacher, as a member of the GIEP Team, provides instructional enrichment to meet the student's individual learning needs as identified goals in the GIEP. Inclusionary instructional goals as defined by the IEP are delivered by the regular classroom teacher and at times a team instructional approach including both the gifted and regular education students.

All second grade students participate in a universal screener, Otis Lennon, to determine potential need for gifted instruction and/or enrichment.

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

Criteria other than IQ score which are used to determine eligibility and need for potentially mentally gifted students include input from psychologist, teacher, parents and student with respect to achievement, rate of retention/acquisition, early skill development.

All second grade students participate in a universal screener, Otis Lennon, to determine potential need for gifted instruction and/or enrichment.

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.

The Redbank Valley School District individualizes program practices to meet the needs of the student as determined through the GIEP. Gifted education program practices include acceleration, curriculum compaction, grouping, pullout programs and specialized classes. These practices are both included in the regular classroom and provided in cooperation with a gifted/talented consortium of regional school districts coordinated through the Intermediate Unit 6.

Developmental Services

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

Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X
Locally developed teiered intervention/acceleration program	X	X	X	X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework				
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		
Small Group Counseling-Educational planning				
Small Group Counseling-Personal and Social Development		X		
Special Education Evaluation	X	X	X	X
Student Assistance Program			X	X
Child Study Team	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				
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	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

The district has established a more inclusionary approach to individualizing instructional needs of students. Inclusionary practices are defined by the requirements of least restrictive environments to meet individual student learning needs. The Redbank Valley School District staff utilizes a team approach among regular, special needs, specialists and support staff to meet the learning needs of all students.

Community Coordination

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

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

The primary school administration works cooperatively with pre school programs in the community to ensure effective transition to the district kindergarten programs. High levels of cooperation and care are provided to students in early intervention programs identified with special needs.

The Primary School and Pre School work cooperatively to provide extended school year opportunities to students in need.

Tutoring programs operate at all educational levels in the district within the constraints of limited resources available.

School sponsored co-curricular activities and community sponsored youth organizations operate at all levels through the district. District facilities are available at no cost to community organizations sponsoring youth activities as approved by the district.

MOU with head start and pre k counts what happens to the money?

Preschool Agency Coordination

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

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

The district coordinates with local head start and Pre-K Counts, and early intervention through the IU6 to support and accommodate student transition to the public school.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The district is committed to providing the resources necessary for students to participate in an effective 21st century, positive learning environment.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The district is committed to providing the resources necessary for students to participate in an effective 21st century, positive learning environment.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The district is committed to providing the resources necessary for students to participate in an effective 21st century, positive learning environment.

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

This narrative is empty.

High School Level

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

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

Provide explanation for processes used to ensure Accomplishment.

The district is committed to providing the resources necessary for students to participate in an effective 21st century, positive learning environment.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms

Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district

	classrooms
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Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

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

	district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in

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

American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

High School Level

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

	classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
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Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of

	district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Early Warning System

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

Not answered

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	E EI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

District's Professional Education Characteristics	EEP	E EI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's	X	X	X	X

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

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

The district level comprehensive planning team will develop a professional development plan for final submission in March 2020. Professional development will be directly related to the goals of the district in all areas.

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

This narrative is empty.

Professional Development

Redbank Valley SD Professional Development

Title:	MTSS
Description	Staff will attend training so they may effectively revise the MTSS process being implemented across the district.
Person Responsible	Building Administration
Start Date:	8/26/2019
End Date:	5/22/2020
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Student Services
Hours Per Session	7
# of Sessions:	7
# of Participants Per Session:	9
Provider:	PaTTAN

Provider Type:	PaTTAN
PDE Approved:	Yes
Knowledge Gain:	Knowledge and skills that will allow for effective implementation of the MTSS process.
Research & Best Practices Base:	This is based on best practice and the guidelines established.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	<ul style="list-style-type: none"> • Series of Workshops • Offsite Conferences
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Other educational specialists
Grade Levels:	

	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Joint planning period activities
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data

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 plans to conduct the required training on approximately:
9/27/2019 training was initiated using the Safe Schools website, anticipated completion of Oct. 30, 2019

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:
12/1/2015 Suicide prevention training was provided to the staff beginning with 2 hours on line through the Jason Foundation.
The LEA plans to conduct the training on approximately:

8/25/2016 The Redbank Valley School District Staff will complete the required 4 hours of professional development with respect to suicide awareness and prevention through the Jason Foundation online training during the 2016-2017 school year.

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

Questions

The LEA plans to conduct the training on approximately:

8/25/2016 The District plans to incorporate the training into the professional development plan to be completed during the 2016-2017 school year
--

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

None.

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

The district professional development committee uses a student-centered approach to planning professional activities to ensure the training impacts student learning outcomes.

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

The district will plan to develop a systemic approach to planning professional development activities to ensure 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.

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.

Building level principals ensure the goals, objectives and competencies identified in the district induction program are achieved during the mentoring process.

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

All goals, objectives and competencies identified above are components of the district induction plan.

The induction/mentor program will be revised and presented in the final comprehensive plan submission in March 2020.

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.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Knowledge of successful research-based instructional models.

Unchecked answers

- Standardized student assessment data other than the PSSA.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

Building principals and mentors ensure the needs of inductees are identified through the use of the identified strategies.

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

The induction program will be reviewed by the professional development committee with a focus on consideration to implement professional portfolios for inductees.

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.

Building level administrators identify teacher leaders in their buildings with outstanding qualities of a professional educator. The principals work cooperatively with teacher leaders to ensure professional mentors are appropriately assigned and have the necessary resources to work with mentees continually throughout the school year.

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

This narrative is empty.

Induction Program Timeline

Topics	A	O	D	F	A	Jun-Jul
	g	t	c	b	r	
	S	N	J	M	M	
	e	o	a	a	a	
	p	v	n	r	y	
Code of Professional Practice and Conduct for Educators	X	X	X	X	X	
Assessments	X	X	X	X	X	
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X	X	X	X	X	
Standards		X		X	X	X
Curriculum				X	X	X
Instruction					X	X
Accommodations and Adaptations for diverse learners						X
Data informed decision making						X

Materials and Resources for Instruction	X	X	X	X	X
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If necessary, provide further explanation.

The mentor/mentee relationship develops continuously throughout the school year. The topics listed above are introduced and reinforced as necessary throughout the school year. Professional development and Induction programming is a continuous process occurring at developmental stages throughout the school year.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The building level principal is involved in the induction program from assignment through review and evaluation of completion of the required components throughout the process. A professional needs assessment, growth plans, journal, activity record and program evaluation are completed by both mentor/mentee and reviewed by the building administration to ensure program effectiveness.

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: **186**

Identification Method

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

The Redbank Valley School District currently follows the discrepancy model for identifying students with learning disabilities. The district's current method mirrors the RTII model implementing Tier I, Tier II, and Tier III services. Ultimately the district assures that all students are achieving adequately for his/her age or is meeting the state approved grade level standards in the following areas:

- Oral expression
- Listening comprehension
- Written expression
- Basic reading skills
- Reading fluency skills
- Basic math skills
- Math computation
- Math application

The district relies on parents, the school psychologist, guidance counselors, and general education staff to ensure that all students of academic and behavioral concerns are identified. A goal of the Redbank Valley School District throughout the duration of this plan, is to provide all stakeholders with the necessary training on research based methods to support identified students of concern. Ensuring that all students of academic and behavioral concerns have appropriate interventions, adaptations, accommodations, as an initial step to assisting every child in making adequate progress in the general education curriculum and setting.

A Child Study Team (CST) has been put into place within each building to support the collaborative screening process for identifying needs, implementing strategies, and monitoring the progress of each student. A Child Study Team consists of General Education Teacher, Special Education Director, Building Principal, Guidance Counselor, School Psychologist, and Specialized Support Staff such as the Speech and Language Pathologist. The Child Study Team ensures that students are taught using data driven instruction that meets the state approved grade level standards. Should the team determine additional testing for a student participating within the child study process, a Permission to Evaluate is issued to the guardian. At the time that the Permission to Evaluate is issued to the parent/guardian, they are also provided with a copy of the Procedural Safeguards. In addition to using this procedure, if an evaluation has not been conducted within the previous 12 months, the district acknowledges and honors the parent/guardian right to move directly into an educational evaluation.

Once the Permission to Evaluate is signed and returned, the School Psychologist conducts the evaluation. The School Psychologist will work with the student being evaluated utilizing

a complete standardized battery of testing materials. Minimum testing will include a test of intelligence and tests of achievement. If further testing is determined, the School Psychologist will determine the specific tests that need to be administered. The Redbank Valley School District utilizes a severe discrepancy between intellectual ability and achievement for determining whether a child has a specific learning disability. This determination is based upon the use of nationally standardized norm referenced tests, such as the Wechsler Instruments (WISC-IV or WIAT-II) may be used. Curriculum based measurement tools that may be used are the Developmental Reading Assessment, and/or STAR 360.

The School Psychologist will review all of the data to determine if the child:

- Exhibit a pattern of strengths and weaknesses in performance and/or achievement relative to age, standards, or intellectual development.
- Has had instructional strategies used with the student driven data collected.
- Does not have educationally relevant medical findings.
- Does not have any environmental, cultural, or background influence which may have had an impact on the data collected.
- Has had general education instruction delivered by qualified personnel.
- Has long-term data reflecting educational growth which has been provided to parents.
- Has been observed in the classroom to document student's academic performance and behavior in area of difficulty to note any relationships between student's behavior to academic functioning.
- Any other pertinent information.

After the above areas are reviewed by the School Psychologist, he/she will write the evaluation report. Once the report has been completed, the School Psychologist will contact the Special Education Administrative Assistant to schedule a Multidisciplinary Team meeting with all required personnel to review the results. The evaluation report must be completed within 60 calendar days of the signed Permission to Evaluate. The Multidisciplinary Team will determine if the student qualifies as a student in need of specially designed instruction. All Multidisciplinary Team members will sign the evaluation report along with all other required documentation. If the Multidisciplinary Team determines that a student DOES qualify for special education services, an Individualized Education Plan team meeting will be conducted to develop an Individualized Education Plan for the student to access the curriculum in his/her Least Restrictive Environment.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

The Redbank Valley School District has a disproportionately higher than state average in the categories of students identified with an Intellectual Disability and Speech and Language Impairment. Due to a higher population of students being identified with an Intellectual Disability, the district has accessed the local Intermediate Unit (IU6) for support in providing these students access to the general education curriculum. The district will continue to assure that this population is identified in a timely and accurate manner. In regard to a higher number of students identified with Speech and Language impairments in comparison to the state average, it is worth noting that this is not unique to the Redbank Valley School District, but is prevalent throughout all the neighboring school districts within IU6. Students receiving Speech and Language Services are dismissed on an ongoing basis after being evaluated accordingly. In addition, the Redbank Valley School District, has hired a full-time Speech and Language Pathologist in order to implement a number of preventative measures reflecting the RTII methods.

In comparison to the state average, the Redbank Valley School District has an under identification of students with specific learning disabilities. The district has implemented a number of preventive measures reflecting the RTII methods including district wide Child Study Teams, research based interventions, and continues to provide remediation via Title I services in order to reduce the numbers of students identified with a Specific Learning Disability.

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 Redbank Valley School District houses two residential facilities within the school district boundaries.

Valley Advantages and Lifeway Services are residential facilities for individuals with developmental disabilities. The district has established a relationship with these facilities, and each facility contacts the district when school-age individuals move into their residential program. Following enrollment, district personnel review educational records from the student's previous school district, and schedule an IEP meeting. At the IEP meeting, to which a representative of the home district would be invited, the IEP team determines what supports will be necessary to best meet the student's needs, and in which

educational environment these supports can be provided.

The district ensures that students are receiving a free appropriate public education (FAPE) in the least restrictive environment by utilizing the IEP process to make educational placement decisions.

Due to the nature of Valley Advantages and Lifeway Services, the students residing in these facilities typically have needs for extensive supports in the educational setting. While this may be considered a problem for the district to meet its obligations under Section 1306 of the Public School Code, by utilizing the procedures indicated previously and working with the families, staff, and the student's home district, Redbank Valley School District has found themselves able to comply with the requirements of this provision. Should more significant problems or barriers arise, the district would seek consultation with the Intermediate Unit to arrive at a solution to overcome these barriers.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The Redbank Valley School District is not a host district of a county jail, but should we become one, we would provide services through the experienced and highly qualified special education staff including but not limited to, teachers, occupational therapist, physical therapist, speech and language pathologist. If the district is unable to provide FAPE, we would work collaboratively with various outside agencies through the IEP process to meet our students' needs successfully. If a student would be in need of a related service, in which we currently contract such as but not limited to Speech and Language Therapy, Occupational Therapy, and/or Physical Therapy, we would contract the needed services for those students who are incarcerated. Consultation and collaboration would need to be ongoing and continuous between probation/parole officers; while, ensuring that these individuals are present at all special education meetings.

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 Redbank Valley School District recognizes the need to maintain students within their Least Restrictive Environment opposed to transferring students to outside consortium classes provided by the local IU (Riverview Intermediate Unit 6). At this time, a comprehensive range of programs/services are available within the Redbank Valley School District, through neighboring districts or within multiple district programs operated by the Riverview Intermediate Unit 6. These programs are available to students in private institutions. All decisions concerning appropriate Special Education Services and programs for students, including the consideration of services and programs in the home school will be based upon the following practices. It is the goal of the Redbank Valley School District to educate all of our students within our local education agency and ultimately within our school buildings. Over the next three years, the district has a goal of beginning the process of transferring our students from the IU6 consortium classrooms back into their home schools.

The Redbank Valley School District realizes that special education is a service provided to students rather than a place. All student placement and service decisions are and will be made by the IEP team within the IEP team meetings. In the light of the monumental Gaskin's Case, the district continues to follow the process to determine each eligible student's least restrictive environment on an individual basis. Once a student is identified with a need for Special Education services, the IEP teams within the Redbank Valley School District, begin with an educational placement within the general education classroom first with supplementary aids and supports, exhausting all possible resources and services before considering a placement within specific classrooms and/or locations. The student's full range of needs will be examined including socialization needs and a full range of service options will be available and considered. Before a student is removed from the general education environment, there will be a demonstration that education in that environment is not satisfactory even with supplemental aids and services. The justifications given for any restrictions that might be placed upon the student will be educational justifications and not for administrative convenience.

The process is outlined below:

1. The IEP team considers the required level of intervention needed, location of needed intervention, and the instructional group that represents the least restrictive environment for the student.
2. Services begin within the home school and within the general education classroom setting.
3. The Redbank Valley School District utilizes the following to determine additional need for assessment and/or supplementary aides or services:

- Child Study Team
- Multidisciplinary Determination Team
- Individualized Education Plan Team

At this time, the Redbank Valley School District offers learning support k-12 among all three school buildings. In addition, the district employs one full time Speech and Language Pathologist to support students with speech and language needs. Also, the district provides the following support services in collaboration with the local IU: Speech and Language Support, Vision Support, Deaf/Hard of Hearing Support, Physical Therapy, and Occupational Therapy.

Although the Redbank Valley School District understands the need to provide services for students within their LEA, the district currently offers Emotional Support k-12, Life Skills Support k-12, Autistic Support k-12, and Multi-disability Support k-12 through contracted consortium classrooms in collaboration with the local IU (Riverview Intermediate Unit 6). Over the next three years, the school district will continue to implement more inclusionary practices; which will require training and consultation for all faculty and staff in the area of co-teaching methods and practices. In addition, the implementation of a Schoolwide Positive Behavior Intervention Support (SWPBIS) and SWPBIS team, a research based approach to minimizing behaviors and increasing school safety, will provide an opportunity to prevent behaviors and support those experiencing challenging behaviors.

Nonacademic and extracurricular opportunities are offered to all students regardless of their educational placement.

Students whom do not qualify for services under Chapter 14, are considered for evaluation under Chapter 15 services.

In addition to the above mentioned services the following Supplementary Aids and services are provided and/or will be provided over the next three years:

Parents/Guardians:

- Collaboration
- Education
- Support
- Networking

Faculty and Staff:

- Professional Development
- Collaboration
- Coaching and guided support

Instructional:

*Development and delivery of instruction that addresses diverse learning needs.

- Implementation of research based interventions.
- Providing alternate ways for students to demonstrate learning.
- Adaptations and Accommodations such as test modifications, changes to the curriculum, and changes in methods of material presentation.
- Alternative materials and/or assistive technology (e.g. materials on tape, transcribe text into Braille, large print, alternate computer access, speech to text).
- Executive functioning support within the context of daily routines in the general education curriculum.
- Opportunities for pre-teaching, repetition, examples and non-examples

Physical:

*Adaptations and modifications to the physical environment

- Furniture arrangement in environments
- Specific seating arrangements
- Individualized desk, chair, etc.
- Adaptive equipment
- Adjustments to sensory input
- Environmental Aids
- Structural Aids
- Over the next three years, the district has a goal of implementing an on campus sensory room.

Social - Behavioral:

*Supports and services to increase appropriate behavior and reduce disruptive or learning impeding behaviors

- Implementation of SWPBIS support system (3 year goal).
- Social Skills Instruction
- Counseling supports

- Peer supports (facilitating friendships)
- Individualized behavior support plans
- Opportunity to modify rules and expectations
- Access to out-patient school based therapy

Over the next three years:

- Professional staff will continue to enhance their instructional practice by implementing research based interventions and remediation programs within the general education curriculum for ALL students.
- Professional staff will be provided training and consultation on research based interventions, positive behavior intervention support, supplementary aids and services, special education law, inclusionary practices and least restrictive environment, differentiated and small group instruction, co-teaching, exceptionalities and supporting different exceptionalities in the general education curriculum.
- Paraprofessionals will receive job specific training in order to support students with disabilities in all academic settings.
- Implementation of a SWPBIS system.
- The district has a goal of beginning the process of transferring our students from the IU6 consortium classrooms back into their home schools.

Behavior Support Services

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

The Redbank Valley School District recognizes the need for a Schoolwide Positive Behavior Intervention Support system (SWPBIS). Over the next three years, the district has a goal of implementing a SWPBIS system in order to target problem behaviors, minimize behavioral referrals, and increase overall school safety measures. A team of faculty and staff members

at each school building are trained yearly through the Crisis Prevention Institute in Non-Violent Crisis Intervention (CPI). This training also includes de-escalation techniques, including using a calm voice, offering a preferred choice, changing the sensory input (for example, dimming the lights or moving to a quiet room), and re-direction or prompting.

District Policy:

113.1. DISCIPLINE OF STUDENTS WITH DISABILITIES

Purpose:

The district shall develop and implement positive Behavior Support Plans and programs for students with disabilities who require specific interventions to address behaviors that interfere with learning. 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.

Definitions:

- **Students with disabilities**
 - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.
- **Suspensions from school**
 - disciplinary exclusions from school for a period of one (1) to ten (10) consecutive school days.
- **Expulsions from school**
 - disciplinary exclusions from school by the Board for a period exceeding ten (10) consecutive school days and may include permanent exclusion from school.
- **Interim alternative educational settings**
 - removal of a student with a disability from his/her current placement. Interim alternative educational settings may be used by school personnel for up to forty-five (45) school days for certain infractions committed by students with disabilities. The IEP team shall determine the interim alternative educational setting; however, this does not constitute a change in placement for a student with a disability.

Authority:

The Board directs that the district shall comply with provisions and procedural safeguards of the Individuals With Disabilities Education Act (IDEA) and federal and state regulations when disciplining students with disabilities for violations of Board policy or district rules or regulations. No student with a disability shall be subjected to a disciplinary change in

placement if the student's particular misconduct is a manifestation of his/her disability. However, under certain circumstances a student with a disability may be placed in an interim alternative educational setting by school personnel or the IEP team could, if appropriate, change the student's educational placement to one which is more restrictive than the placement where the misconduct occurred.

Provision Of Education During Disciplinary Exclusions:

During any period of expulsion, or suspension from school for more than ten (10) cumulative days in a year, or placement in an interim alternative educational setting for disciplinary reasons, a student with a disability shall continue to receive a free and appropriate education, in accordance with law.

Suspension:

A student with a disability may be suspended for ten (10) consecutive and fifteen (15) cumulative days of school per school year, for the same reasons and duration as a student without a disability. Such suspension shall not constitute a change in the student's educational placement.

For any students displaying behavioral or emotional concerns that have been identified by the student's IEP team, a functional behavior assessment is conducted. The school district evaluates a student's behavioral and/or emotional needs through a Functional Behavior Assessment within a new Reevaluation Report (RR). The Functional Behavior Assessment is conducted by the Redbank Valley School District's School Psychologist and/or appointed IU6 behavioral consultant(s). Based on the Functional Behavior Assessment results, when a student is deemed eligible, a positive behavior support plan is written as part of the IEP process.

Changes in Educational Placement/Manifestation Determination:

For disciplinary exclusions which constitute a change in educational placement, the district shall first determine whether the student's behavior is a manifestation of his/her disability. Expulsion, or exclusion from school for more than fifteen (15) cumulative days in a year, or patterns of suspensions for substantially identical behaviors constitute changes in educational placements requiring a manifestation determination. For students with mental retardation, any disciplinary suspension or expulsion is a change in educational placement. A student with a disability whose behavior is NOT a manifestation of his/her disability may be disciplined in accordance with Board policy, district rules and regulations in the same manner and to the same extent as students without disabilities.

Parent/Guardian Appeals From Disciplinary Actions/Request For Hearing By District For Students Who Are A Danger To Themselves Or Others:

A due process hearing may be requested by a parent/guardian of a student with a disability who disagrees with a disciplinary placement or manifestation determination, or by the district if the district believes that the current placement is substantially likely to result in injury to the student or others. On parent/guardian appeal, or when the district requests a

due process hearing, the hearing officer may return the student to the placement from which s/he was removed or order his/her removal to an appropriate interim alternative educational setting for up to fortyfive (45) school days if the hearing officer determines that maintaining the child's current placement is substantially likely to result in an injury to the student or others.

Placement during appeals of disciplinary actions shall be in the interim alternative educational setting pending the decision of the hearing officer or expiration of the time period set for the disciplinary exclusion from the student's regular placement unless the district and the parent/guardian agree otherwise.

Students who have not been identified as disabled may be subject to the same disciplinary measures applied to students without disabilities if the district did not have knowledge of the disability. If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation shall be expedited.

Administrative Removal To Interim Alternative Educational Setting For Certain Infractions:

School personnel may remove a student with a disability, including intellectually disability, to an interim alternative educational setting for not more than forty five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student:

1. Carries a weapon to or possesses a weapon at school, on school property, or at school functions under the jurisdiction of the district. For purposes of this provision, weapon is defined as a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half (2 ½) inches in length.
2. Knowingly possesses or uses illegal drugs, as defined by law, or sells or solicits the sale of a controlled substance, as defined by law, while at school, on school property, or at school functions under the jurisdiction of the district.
3. Has inflicted serious bodily injury upon another person while at school, on school property, or at school functions under the jurisdiction of the district. For purposes of this provision, serious bodily injury means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty.

Referral To Law Enforcement And Reporting Requirements:

The district shall report crimes committed by a student with a disability to the appropriate authorities in the same manner as it reports crimes committed by students without disabilities and in accordance with applicable law.

When reporting a crime committed by a student with a disability to the appropriate authorities, the district shall ensure that copies of the special education and disciplinary

records of the student are transmitted for consideration by these authorities. The district shall transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act. The Superintendent shall report incidents committed by students with disabilities to the Office of Safe Schools in accordance with Board policy, law and regulations.

DISTRICT POLICY:

113.2. BEHAVIOR SUPPORT

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal law and regulations.

The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including deescalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

Definitions:

Aversive techniques

- deliberate activities designed to establish a negative association with a specific behavior.

Behavior support

- development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.

Behavior Support Plan or Behavior Intervention Plan

- plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

Positive techniques

- methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

Restraints

- application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:

1. Briefly holding a student, without force, to calm or comfort him/her.
2. Guiding a student to an appropriate activity.
3. Holding a student's hand to escort him/her safely from one area to another.
4. Hand-over-hand assistance with feeding or task completion.
5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.
6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

Seclusion

- confinement of a student in a room, with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.

Students with disabilities

- school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

Delegation of Responsibility:

The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations. The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy.

The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools.

Guidelines:

Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP.

When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

Physical Restraints:

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.

The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

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

1. The restraint is used with specific component elements of a positive Behavior Support Plan.
2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
3. Staff are authorized to use the restraint and have received appropriate training.
4. Behavior Support Plan includes efforts to eliminate the use of restraints.

Mechanical Restraint:

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.

Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

Seclusion:

The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative.

The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.

Aversive Techniques:

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern as defined in state regulations.
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held face down on the floor.

Referral To Law Enforcement:

Subsequent to a referral to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral.

If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.

School - Based Behavioral Health Services:

The Redbank Valley School District has implemented School-Based Behavioral Health Services within the Intermediate School Building (grades 3-6) and at the High School Building (grades 7 - 12). Over the next three years, the Redbank Valley School District has a goal of extending this services to the Primary Building level (grades k-2).

In addition, at the high school level, the Redank Valley School District utilizes the Student Assisstance Program (SAP). SAP is a systematic program where the primary goal is to help students overcome barriers to learning. The Redbank Valley School District intends to continue the Student Assistance Program within the high school. In addition, it is a goal of the Redbank Valley School District to extend the SAP system to the elementary school buildings.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Redbank Valley School District does not currently have any students that are considered "Hard to Place"; however, the district does have a process in place should the need arise to address the issue of "Hard to Place" students. The IEP team has successfully placed students in their least restrictive environment, following the continuum of services that are available in the local and surrounding area. The majority of Redbank Valley School District students are serviced within the district. Those students requiring more supports and services than what can be provided within the districts school buildings are placed in the next least restrictive environment which could include the following: IU consortium classrooms in the local districts which provide Life Skills, Emotional Support, Autism, and Multi-Disabled Support classrooms. Additionally students requiring more intensive programming and supports are placed in Educational Facilities within the IU6 area that provide full-time Emotional Support and Full-Time Autism Support outside of a public school environment. Students with more complex needs may be transported to full-time day programs in the surrounding area or to the Pittsburgh area depending upon individual need. If a student cannot be serviced through any of these placement options the IEP team and district utilizes the Inter-Agency Coordinating Services in Clarion and Armstrong Counties to facilitate CASSP Meetings for students to determine and locate educational options for a student that would be considered "Hard to Place".

The Redbank Valley School District is always looking for opportunities to expand upon the services and options that are available to the students and families living in the district. The Redbank Valley School District understands its obligation to provide a free and appropriate public education to all students in the least restrictive environment. In addition, the district recognizes the need to educate the Redbank Valley School Districts within the district's buildings. Over the next three years, a goal of the Redbank Valley School District is to begin transitioning students from outside classrooms (such as IU consortium classrooms) back into the Redbank Valley School District school buildings.

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
Valley Advantages	Nonresident	Redbank Valley School District	2
Lifeway Services	Nonresident	The Redbank Valley School District	1

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Clarion Area High School	Neighboring School Districts	Secondary Life Skills	8
Keystone Elementary	Neighboring School Districts	Elementary Multi-Disability Support	1
Union High School	Neighboring School Districts	Secondary Life Skills Support Class	2
Child and Adolescent Partial Program	Other	Partial School Placement	1
Clarion Area Elementary	Neighboring School Districts	Elementary Autism Support	2
Clarion Area Elementary	Neighboring School Districts	Elementary Emotional Support	1
New Story	Other	Emotional Support	1
Pyramid Health Care	Other	Autism Support	2
Keystone Elementary	Neighboring School Districts	Elementary Life Skills	1
Allegheny Clarion Valley	Neighboring School Districts	Elementary Autism Support	1
Redbank Valley School District	Other	Secondary Life Skills Support	6
Keystone High School	Neighboring School Districts	Secondary Emotional Support	2
North Clarion High School	Neighboring School Districts	Secondary Autism Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	15	0.5

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

Program Position #2*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	5	0.5
Locations:				
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	51	1
Justification: Both Primary and Intermediate speech and language programs operate at their grade levels in their respective schools.				
Locations:				
Primary and Intermediate Elementary Speech and Language	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	20	0.5
Locations:				
Intermediate Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	5	0.5
Locations:				
Intermediate Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 14	34	0.7
Justification: The speech and language programs operate at grade level within each of the primary and intermediate elementary buildings respectively.				
Locations:				
Primary and Intermediate Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 20, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	10	0.5
Locations:				
Primary Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 20, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	5	0.5
Justification: The students that are out of range for age do not receive interventions at the same time.				
Locations:				
Primary Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 15	12	0.25
Locations:				
Redbank Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than	Learning Support	14 to 15	5	0.25

80% but More Than 20%)				
Locations:				
Redbank Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	12	0.3
Locations:				
Redbank Valley High School; 910 Broad Street; New Bethlehem, PA 16242	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	14 to 16	13	0.7
Locations:				
Redbank Valley High School; 910 Broad Street; New Bethlehem, PA 16242	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	8	0.5
Locations:				
Redbank Valley JR SR High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	5	0.5
Locations:				
Redbank Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: August 29, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 16	4	0.3
Locations:				
Redbank Valley Jr Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: October 11, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	17	0.8
Locations:				
Redbank Valley High School; 910 Broad Street; New Bethlehem, PA 16242	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	17 to 19	3	0.2
Locations:				
Redbank Valley High School; 910 Broad Street; New Bethlehem, PA 16242	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 29, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	13 to 17	4	0.7
Locations:				
Redbank Valley Jr Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #19

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	8 to 10	15	0.5
Locations:				
Intermediate Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* School District**PROGRAM SEGMENTS**

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

Program Position #21 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* January 20, 2015

Explain any unchecked boxes for facilities questions: The room used for scheduled sessions with the teacher of students with hearing loss is a guidance department conference room used for college and military recruiter visits.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 19	4	0.1
Justification: The teacher of students with hearing loss provides service to all students in the building. This teacher provides a related service during scheduled sessions per schedule identified in IEP. Though the age range of students on the teacher's caseload exceed the maximum, at no time are the student instructional groups beyond four years at the secondary level.				
Locations:				
Redbank Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* January 20, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 12	6	0.2
Justification: Teacher provides a related service during scheduled sessions per schedule identified in IEP. Though the age range of students on the teacher's caseload exceed the maximum, at no time are the student instructional groups beyond three years at the elementary level.				
Locations:				
Intermediate Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* January 20, 2015

Explain any unchecked boxes for facilities questions: The room used for scheduled sessions with the teacher of students with hearing loss is a guidance department conference room used for college and military recruiter visits.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 10	2	0.1
Justification: The teacher of students with hearing loss provides service to all students in the building. This teacher provides a related service during scheduled sessions per schedule identified in IEP. Though the age range of students on the teacher's caseload exceed the maximum, at no time are the student instructional groups beyond three years at the elementary level.				
Locations:				
Primary Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	9 to 12	1	0.09
Locations:				
Primary Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* January 20, 2015

Explain any unchecked boxes for facilities questions: The room used for scheduled sessions with the vision support teacher is an office for the special education department.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	15 to 17	1	0.02
Locations:				
Redbank Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #26 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 29, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 21	4	0.3
Justification: All students have comparable functioning in academic, social, physical and management needs areas. Age waivers on file.				
Locations:				
Redbank Valley High School; 910 Broad Street; New Bethlehem, PA 16242	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	Life Skills Support	12 to 21	9	0.7
Justification: All students have comparable functioning in academic, social, physical and management needs areas. Age waivers on file.				
Locations:				
Redbank Valley Junior Senior High School/910 Broad Street; New Bethlehem, PA 16242	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Child Specific Aide	High School	1
Child Specific Aide	High School	1
Child Specific Aide	High School	1
Child Specific Aide	Intermediate School	1
Child Specific Aide	Intermediate School	1
Child Specific Aide	Intermediate School	1
Child Specific Aide	Intermediate School	1
Child Specific Aide	Intermediate School	1
Child Specific Aide	Primary School	1
Child Specific Aide	Primary School	1
Child Specific Aide	Primary School	0.5
Child Specific Aide	High School	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Intermediate Unit	2.8 Hours
Occupational Therapy	Intermediate Unit	11 Hours

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

Consistently, student attendance and graduation rate is significantly higher than state averages and exceeds benchmarks established in the Every Student Succeeds Act.

Student performance on PSSA/Keystone demonstrate positive student learning growth patterns among grade spans.

Student and historically underperforming student groups typically meet the achievement gap score for English Language Arts/Literature, Biology/Science and Algebra/Math. At the same time, less than 70% of students in schools score proficient or advanced on the same assessments.

District and school data teams should focus on ensuring curricula is aligned with state common core standards.

A systems approach at the district and school level utilizing data teams should ensure struggling students are identified and supplemental instructional support established to better facilitate student learning.

District Accomplishments

Accomplishment #1:

Overall student positive achievement across grade levels in mathematics and reading exceeds the performance standards established for meeting the requirements of adequate yearly progress (AYP) as defined in the Every Student Succeeds Act.

Accomplishment #2:

There is moderate to significant evidence of positive student growth measures at grade spans in both mathematics and reading exceeding the standards for PA academic growth.

Accomplishment #3:

Overall student achievement across grade levels in mathematics and reading exceeds the standards for Pennsylvania academic growth.

Accomplishment #4:

The district graduation rate for all students exceeds the Every Student Succeeds Act standards for adequate yearly progress while significant positive increases occurred during the current assessment period.

Accomplishment #5:

The district attendance rate for all students exceeds the Every Child Succeeds Act targets.

District Concerns

Concern #1:

Subgroups of student achievement across grade spans including special education and economically disadvantaged students are not meeting the target requirements of adequate yearly progress in mathematics and reading as defined by the Every Student Succeeds Act.

Concern #2:

Disparity in positive academic growth in mathematics and reading exists between all students and subgroups of students including special education and economically disadvantaged.

Concern #3:

Disparity in positive academic growth in mathematics and reading exists between all district students and individual grade spans including grades 9-12.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

Subgroups of student achievement across grade spans including special education and economically disadvantaged students are not meeting the target requirements of adequate yearly progress in mathematics and reading as defined by the Every Student Succeeds Act.

Disparity in positive academic growth in mathematics and reading exists between all students and subgroups of students including special education and economically disadvantaged.

Disparity in positive academic growth in mathematics and reading exists between all district students and individual grade spans including grades 9-12.

Systemic Challenge #2 (*Guiding Question #0*) Establish a systemic process to identify and utilize emerging technologies that will improve education and library services.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Interim

Data Source: Student achievement and growth as measured by the PSSA and Keystone Exams.

Specific Targets: Annual increase in positive student achievement and growth in mathematics and reading.

Strategies:

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Teaching Diverse Learners in an Inclusive Setting

Description:

1. Make data part of an ongoing cycle of instructional improvement.
2. Teach students to examine their own data and set learning goals.
3. Establish a clear vision of schoolwide data use.

4. Provide supports that foster a data-driven culture within the district
5. Develop and maintain a districtwide data system.

Start Date: 7/1/2016 **End Date:** 6/30/2019

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Reading

Description:

The Redbank Valley School District will implement research based interventions in the area of Reading in order to increase student literacy rates.

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

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Improve Language and Literacy Acquisition

Description:

The School Administrative Team will lead the district professional and support staff through a series produced by the Center for Standards and Assessment Implementation with the goal to plan teaching and learning for diverse learners from the PA Common Core State Standards (CCSS). Specifically, the professional development activities will guide teachers and support staff in the process of instructional planning for "Close

Reading" with students. Through close reading, students can accomplish some major interpretive goals for the ELA and Literacy CCSS.

Training will guide staff through the following:

1. Gaining an understanding of close reading
2. Selecting appropriate texts to use with students
3. Priming text
4. Developing text-dependent questions
5. Formative assessment: using evidence gathered from the close reading process to inform instructional next steps

Start Date: 7/1/2016 **End Date:** 6/30/2019

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Goal #2: Establish a systemic process to identify and utilize emerging technologies that will improve education and library services.

Indicators of Effectiveness:

Type: Interim

Data Source: Develop successful technology implementation to improve student achievement

Specific Targets: 1. Effective

Strategies:

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

Systemic implementation of education technology as a one-to-one student learning initiative

Description:

1. Effective professional development for teachers in the integration of technology in instruction necessary to support student learning.
2. Teachers' direct application of technology must be aligned to local and /or state curriculum standards.
3. Technology must be incorporated into the daily learning schedule.
4. Programs and applications must provide individualized feedback to students and teachers and must have the ability to tailor lessons to individual student needs.
5. Student collaboration in the use of technology is more effective in influencing student achievement than strictly individual use.
6. Project-based learning and real-world simulations are more effective in changing student motivation and achievement than drill-and-practice applications.
7. Effective technology integration requires leadership, support, and modeling from teachers, administrators, and the community/parents.

Start Date: 7/1/2016 **End Date:** 6/30/2019

Program Area(s): Educational Technology

Supported Strategies:

- Technology Infrastructure Enhancement/Technology Access and Training Increase

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection for a minimum of 28 days.

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

Affirmed by Chad Shaffer on 11/3/2019

Board President

Affirmed by John Mastillo on 11/4/2019

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Chad Shaffer on 5/1/2019

Board President

Affirmed by John Mastillo on 4/9/2019

Superintendent/Chief Executive Officer