

Redbank Valley SD

District Level Plan

07/01/2016 - 06/30/2019

District Profile

Demographics

920 E Broad St
New Bethlehem, PA 16242
(814)275-2426
Superintendent: Michael Drzewiecki
Director of Special Education: Sue Boyles

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 1150 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
Sue Ann Boyles	Administrator : Special Education
Michael Drzewiecki	Administrator : Special Education
Cheryl McCauley	Administrator : Professional Education
Amy Rupp	Administrator : Professional Education
Chad Shaffer	Board Member : Professional Education
Gordon Barrows	Business Representative : Professional Education
Larry Gourley	Business Representative : Professional Education
Sherri McGinnis	Committee Secretary
Tina Kennemuth	Community Representative
Jamie Lefever	Community Representative : Professional Education
Glenn Watson	Community Representative : Professional Education
Nick Horner	Ed Specialist - Instructional Technology : Professional Education
Amy Switzer	Ed Specialist - School Counselor : Professional Education
Jamie Bowersox	Elementary School Teacher - Regular Education : Professional Education
Gretchen Kunselman	Elementary School Teacher - Regular Education : Professional Education
Tina Moore	Elementary School Teacher - Regular Education
Sandy Shirey	Elementary School Teacher - Regular Education : Special Education
Debra Dinger	High School Teacher - Regular Education : Professional Education
Kathy Wright	High School Teacher - Regular Education : Professional Education
Mike Fricko	Middle School Teacher - Regular Education : Professional Education Special Education
Kelly Ripple	Middle School Teacher - Special Education : Professional Education Special Education

Becky Adams	Parent
Wendy Heeter	Parent : Professional Education
Jeanie Nelson	Parent : Special Education
Peyton Kirkpatrick	Student
Colin Sheffer	Student

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Developing	Developing
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
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	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.

Elementary Education-Intermediate Level

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

Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Developing	Developing
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

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	Developing	Developing
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":

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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	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
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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

- 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

Elementary Education-Intermediate Level

- 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

Middle Level

- 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

High School Level

- 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

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	Developing

course, instructional unit or interdisciplinary studies are identified.	
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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

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

Regular Lesson Plan Review

- Building Supervisors

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 16/17	SY 17/18	SY 18/19
Total Courses	27.00	27.00	27.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	2.00	2.00	2.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

- 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.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	X
Career Education and Work	X	X	X		X	
Civics and Government		X				
PA Core Standards: English Language Arts		X		X	X	X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X		X	X	
PA Core Standards: Mathematics		X		X	X	X
Economics		X				
Environment and Ecology		X		X		X
Family and Consumer Sciences		X				X
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X				X
World Language		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	
Teacher Developed, written work by students, work of art, textbook assessments, PSSA, PASA, Evaluation of Portfolios of student work, Keystone Exam,				X

Scientific Experiments				
Teacher Developed, written work by students, work of art, textbook assessments	X			

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Aimswest	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
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	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	EEI	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	EEI	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				
Mass Phone Calls/Emails/Letters				
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				
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.

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
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				
Wellness/Health Appraisal	X	X	X	X
Locally developed tiered 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				
Small Group Counseling-Educational planning				
Small Group Counseling-Personal and Social Development				
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	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
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Alternative Education			X	X
Case and Care Management				
Community Liaison				
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	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters			X	X
Press Releases	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	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X

Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

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.

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

Provide explanation for processes used to ensure Accomplishment.

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

Provide explanation for processes used to ensure Accomplishment.

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

Provide explanation for processes used to ensure Accomplishment.

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

Provide explanation for processes used to ensure Accomplishment.

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

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
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.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on 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	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are	X	X	X	X

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.	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 professional development committee plans activities with a student centered approach focused on student achievement and learning growth.

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

This narrative is empty.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
2/16/2015 All staff members completed the online training provided through the Jason Foundation (1.5hours)

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 4hours 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

- 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 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).

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

- 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.

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.

Needs of Inductees

- 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.

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

- 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.

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

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)

- 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.

Special Education

Special Education Students

Total students identified: **181**

Identification Method

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

The school district follows the discrepancy model for identifying students with Learning Disabilities. Teachers will identify students for referral using a screening process. Prior to any referral students work with the Student Support Team (SST). The SST group consists of Regular Education Teachers, Title Teachers, Guidance Counselors, Speech Therapists, and Support Teachers. The group insures that students are taught using data driven instruction that meets the state approved grade level standards; they also make adaptations to the curriculum to aid students for at least 60 days prior to referral. If students do not make progress through the SST process, a Permission to Evaluate form is mailed home along with a copy of the Procedural Safeguards. The school psychologist works with students using a complete standardized battery of testing materials. She will also use observation and curriculum based materials to pull together a very thorough report that is mailed home to the parent prior to the MDE meeting. Redbank Valley uses 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 Woodcock Johnson, Third Edition, Tests of Cognitive Abilities and the Woodcock Johnson Tests of Achievement which are normed on the same population of students. Similar tests, such as the Wechsler instruments (WISC-IV or WIAT-II) may be used. Curriculum materials that may be used are AIMS Web or DIBELS.

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: <http://penndata.hbg.psu.edu/BSEReports>

Not significantly proportionate

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?

Valley Advantages is a residential facility for individuals with developmental disabilities that lies within the Redbank Valley School District. The district has established a

relationship with the facility, and the facility contacts the district when school-age individuals move into their facility. Following enrollment, district personnel review educational records from the student's previous 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, the students residing in the facility 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).

Redbank Valley is not a host district but should we become one, we would provide services through the experienced staff of special education teachers, speech and language therapists, and OT and PT therapists. If the district is unable to provide FAPE, we would work collaboratively with various outside facilities to meet our students' needs successfully. Of course those recommendations are made through the IEP process. If a student would need related services that we contract with the IU, we would contract for those incarcerated students also. We would keep open lines of communication with probation and parole officers to ensure that they are at all special education meetings and that we work with those agencies for the best of the student.

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.

A comprehensive range of programs/services is available within the Redbank Valley School District, within 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.

The school district will assure that the placement decision is made at the IEP meeting.

The student's full range of needs will be examined including socialization needs.

A full range of placement options will be available and considered. This will include, if needed, supplemental aids and services (for example, assistive technology, large print materials, test modifications, cloze notes, adjustments to sensory inputs, adaptive equipment or furniture, changing presentation, social skills instruction, behavior support plans).

Before a student is removed from the regular 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.

If a restricted program is proposed as preferable for a student, the question will be asked concerning the features that make it preferable. Could that program be offered in the home school, and if so, why then is the approach not from that direction?

When there is justifiable restriction for one part of the program, the IEP team will consider other elements of the curriculum and extra curricular opportunities for integrated activities.

Placement options are determined at the time of each individual child's IEP. Special Education students are served in the regular education classes whenever it is deemed appropriate by the IEP team. Within the framework of the strategic planning process, the district will further outline its plan to provide inclusive instruction whenever the IEP indicates its appropriateness, while maintaining the continuum of services required by law.

Behavior Support Services

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

The school district evaluates students with a Functional Behavior Assessment within a new Reevaluation Report (RR) put together from the district school psychologist for any students displaying behavioral or emotional concerns that have been identified by the IEP Team of that student. A positive behavior support plan is written as part of the IEP process for students deemed eligible.

Training is provided on the use of positive behavior supports and writing the plan through personnel from the Intermediate Unit. Training is scheduled yearly or as needed throughout the year. Staff members are trained yearly in Crisis Prevention Institute, 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. School-based behavioral or mental health services are provided through support from the Intermediate Unit. Social work services and emotional support services are currently contracted through staff from the Intermediate Unit. Students who are medically placed in a partial or day program are supported through a teacher from the Intermediate Unit who continues to provide services as outlined in the IEP.

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.

1. The district does not currently have any students that are considered Hard to Place.
2. 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 the LRE following the continuum of services that are available in the local and surrounding area. The majority of RBVSD students are serviced within the district. Those students requiring more supports and services than what can be provided in the district 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.
3. 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. Mental Health Services and Community Based Instruction are two areas that the district could expand upon over the next 3 years to allow more localized service options for students.

Strengths and Highlights

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

The Redbank Valley School District's Special Education Programs are guided by inclusive practices. One of the School District's many strengths in special education is the dedicated and concerned staff. The staff is very concerned about their students and work with them diligently. Regular and special education teachers and staff participate in multi-disciplinary, GIEP, and IEP meetings. All staff involved with the child is invited. Through inclusion activities with special education teachers co teaching with regular educators, students not only have materials adapted but also reveal less frustration and more mastery. In the elementary, the Student Support Team (SST) and in the high school, the guidance staff

identify "at risk" students and provide services such as modification in the regular classroom and other interventions before referral for special education services.

The administrative staff support special education services in the district. The business manager writes contingency fund requests to off set the high cost of programming for some students. The secretarial staff sets up all meetings, sends out letters of invitation, and files for ACCESS billing. This frees up the education staff to educate students.

Administrative support has been critical to the success of the various programs. We utilize special education supervision and technical support in an effort to continue to enhance services and insure compliance with current state and federal regulations. When the need arises staff is sent to workshops in specific need areas. Teams have attended Autism Trainings at the IU and Response to Intervention Training at PaTTAN. Secondary and elementary principals work with special education to insure the best for all students. Days are set aside for district wide training.

We are proud of our collective efforts and dedication in providing the most appropriate and comprehensive programs based on individual needs. Another strength of the Redbank Valley program is the fact that we have a continuum of services. The district offers an inclusive program as well as pull-out programming when deemed appropriate by the IEP team. IEP's and GIEP's are developed based on specific needs of the student not on program availability. Transition plans are comprehensive with active participation by appropriate agencies. In high school transition, the plans are extensive with much information gathered to make planning more likely to produce successful and expected outcomes.

We have established excellent working relationships with various local, county, and state agencies including but not limited to counseling centers in both Clarion and Armstrong counties, Clarion University, OVR, and Riverview Intermediate Unit. This has led to positive communication and cooperation between parents and the district. The Redbank Valley parents are also a strength. Our parents are very supportive of their children and our programs. The cooperation between parents and educators is a positive factor.

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

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	4
Keystone Elementary	Neighboring School Districts	Multi-Disabled	2
Union High School	Neighboring School Districts	Secondary Life Skills Support Class	4
Child and Adolescent Partial Program	Other	Partial School Placement	1
Clarion Area Elementary	Neighboring School Districts	Autism Support	2
Clarion Area Elementary	Neighboring School Districts	Elementary Emotional Support	1
Clarion Limestone Elementary	Neighboring School Districts	Elementary Life Skills	2
New Story	Other	Emotional Support	1
Pyramid Health Care	Other	Autism Support	1
Keystone Elementary	Neighboring School Districts	Elementary Life Skills	1
Clarion-Limestone High School	Neighboring School Districts	Secondary Life Skills	3
Pittsburgh Conroy Education Center	Special Education Centers	Emotional Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	3	0.2

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	13	0.8

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Primary and Intermediate Elementary Speech and Language	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	51	1
Justification: Both Primary and Interemmediate speech and language programs operate at their grade levels in their respective schools.							

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	13	0.9

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	2	0.1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Primary and Intermediate Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 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.							

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 20, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Primary Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 6	2	0.1

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 20, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Primary Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	13	0.9

Program Position #9

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Redbank Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	7	0.35

Program Position #10*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Redbank Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	10	0.65

Program Position #11*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Redbank Valley Jr Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	12	0.6

Program Position #12*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Redbank Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	6	0.4

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Redbank Valley JR SR High	A Junior/Senior High School Building	A building in which General Education programs are	Itinerant	Learning Support	16 to 18	15	0.75

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Redbank Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	4	0.25

Program Position #15 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* January 20, 2015*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

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

Program Position #16*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Redbank Valley Jr Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	17	0.95

Program Position #17*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Redbank Valley Jr Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 18	1	0.5
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Program Position #18 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: January 20, 2015

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)

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

PROGRAM SEGMENTS

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

Program Position #19

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediat Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	2	0.15

Program Position #20

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	13	0.85

Program Position #21 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 20, 2015

Average square feet in regular classrooms: 660 sq. ft.

Square footage of this classroom: 396 sq. ft. (22 feet long x 18 feet wide)

Justification: Compliance for classroom design (for instruction) was marked as inappropriate.

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Redbank Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	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.							

Program Position #22 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 20, 2015

Average square feet in regular classrooms: 864 sq. ft.

Square footage of this classroom: 144 sq. ft. (12 feet long x 12 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Intermediate Elementary School	An Elementary School Building	A building in which General Education programs are operated	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.							

Program Position #23 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 20, 2015

Average square feet in regular classrooms: 840 sq. ft.

Square footage of this classroom: 312 sq. ft. (26 feet long x 12 feet wide)

Justification: Compliance for classroom design (for instruction) was marked as inappropriate.

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Primary Elementary School	An Elementary School Building	A building in which General Education programs are operated	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.							

Program Position #24 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 20, 2015

Average square feet in regular classrooms: 840 sq. ft.

Square footage of this classroom: 196 sq. ft. (14 feet long x 14 feet wide)

Justification: Compliance for classroom design (for instruction) was marked as inappropriate.

Explain any unchecked boxes for facilities questions: The room used for scheduled sessions with the vision support teacher is a library conference room.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Primary Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	6 to 6	1	0.09

Program Position #25 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: January 20, 2015

Average square feet in regular classrooms: 660 sq. ft.

Square footage of this classroom: 264 sq. ft. (22 feet long x 12 feet wide)

Justification: Compliance for classroom design (for instruction) was marked as inappropriate.

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Redbank Valley Jr Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	12 to 12	1	0.02
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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
Riverview IU Physical Therapy	Intermediate Unit	9 Minutes
Riverview IU Occupational Therapy	Intermediate Unit	7.1 Hours
Riverview IU Psychologist	Intermediate Unit	3 Days
Special Education Supervision	Intermediate Unit	2.5 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

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:

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

Accomplishment #3:

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 #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:

Use student achievement data to support instructional decision making.

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

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

Appendix: Professional Development Implementation Step Details

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

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Chad Shaffer on 4/29/2015

Board President

Affirmed by Michael Drzewiecki on 4/16/2015

Superintendent/Chief Executive Officer