



**Twin Valley School District**  
**District Level Comprehensive Plan**

07/01/2015 - 06/30/2018

# District Profile

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## Demographics

4851 N. Twin Valley Road  
Elverson, PA 19520  
(610)286-8600  
Superintendent: Robert Pleis  
Assistant Superintendent: Lorraine Sakoian  
Business Administrator: Beth Butch  
Supervisor of Special Education: Keith Shively  
Student Services Director: Mark Sakoian

## Planning Process

To develop the District's Comprehensive Plan, those who comprise the planning committee will meet as a whole group and as different "interest" groups between November 2013 and September 2014. The whole group planning committee is comprised of 15 district administrators, 25 teachers, 20 parents, and 9 community members and partners, and 4 school board members. Because some of these roles overlap, approximately 65 members make up the whole group planning committee. As we work through the district plan, meetings will be held in the district office conference rooms, or in the high school cafeteria or library. The whole committee will meet at least three times for purposes of developing shared values, mission, and vision, and to review the district and school plans, as well as the special education plan.

Scheduled meetings for the whole group, as well as for special education, technology, safe and supportive schools, and professional education will be held in November 2013, January through April 2014, and again during the summer of 2014 and in September. These groups will come together as necessary, according to needs for particular sections of the district, professional education, and special education plans. Individual buildings will also hold meetings during these months.

The superintendent, assistant superintendent, director of student services, and director of technology will oversee the planning process as a whole and within the mentioned specific areas of interest. Eight building administrators will plan and lead the building-level planning process.

To communicate information, the district will have a specific folder on its website, which committee members will be able to access to view agendas and minutes, and to share ideas. E-mail blasts, both from the district and from individual schools, will be sent to those who serve on the district and/or school committees advising them of upcoming meetings and providing insight to needed information for particular sections of the plan. Another forum for communicating information will be at Board meetings, especially during instructional committee meetings, and to present the special

education plan for approval in March 2014, and the school plans in June 2014. In October 2014, the final draft of the district plan will be presented to the school board.

## **Mission Statement**

Twin Valley School District promotes a supportive, challenging, and collaborative learning environment for today's students.

## **Vision Statement**

Every Student, Every Day

## **Shared Values**

We believe that making decisions should focus first on the education and welfare of our students.

We believe that cultivating strong relationships, mutual respect, and trust throughout the educational community, where parents are viewed as partners and active stakeholders in the educational process, establishes a foundation for developing collaborative citizens.

We believe that creating a welcoming and supportive environment that allows and encourages independent exploration and risk-taking creates good citizens who have respect, integrity and work ethic.

We believe that providing a safe and nurturing learning environment is necessary for celebrating diversity, creating a shared sense of community, and focusing on the importance of the whole child.

We believe that promoting a safe and supportive educational environment where all members of the learning community are valued encourages positive risk taking and develops critical thinking skills.

We believe that providing an environment that encourages teachers and administrators to develop and implement creative and innovative teaching practices through collaboration with varied stakeholders advances student learning opportunities.

We believe that fostering/creating an intrinsic learning/teaching culture leads to academic rigor and challenges students at all levels.

We believe that fostering a love for learning occurs through high expectations, and relevant and active learning opportunities.

We believe that designing curriculum that represents universality and flexibility will promote the development of students who achieve high expectations and who become collaborative, engaged citizens.

We believe that using technology in a responsible way aids education, and provides the opportunity for students to learn problem-solving and communication with a purpose.

We believe that meeting all students' needs through appropriately challenging them, and providing purpose through relevant and rigorous opportunities both in and outside of school, will allow each student to reach his/her own personal potential.

## Educational Community

The Twin Valley School District is located in both Berks and Chester Counties. Seven municipalities in two counties combine to form the district: Honey Brook and Elverson Boroughs, Honey Brook and West Nantmeal Townships in Chester County; New Morgan Borough, and Caernarvon and Robeson Townships in Berks County. The Twin Valley School District is composed of three elementary schools (K-4), one middle school (5-8) and one high school (9-12). The Twin Valley High School, Twin Valley Middle School, Twin Valley Elementary Center and the District Administrative Offices are located close to the geographic center of the school district near Route 23 and close to the towns of Elverson and Morgantown. Honey Brook Elementary Center is located on Walnut Road off of Route 10 south in Honey Brook Township. Robeson Elementary Center is located on White Bear Road in Robeson Township.

As a result of changing economics, land development has slowed, and the student population has remained fairly constant over the past six years, with a total of approximately 3,400 students K-12. A growing percentage of families are experiencing financial hardship. For example the percentage of students who qualify for free and reduced lunches has increased from 22% to 27%.

There are many local organizations with diverse activities within the district. Berks, Chester and nearby Lancaster County are well known for their many cultural centers, museums, historical reenactments, fairs, festivals, and recreational facilities. Locally, Twin Valley has its own Twin Valley Community Education Foundation, Lions Club, Rotary Club and annual Twin Valley Relay for Life sponsored by the American Cancer Society. As the community changes, the Twin Valley School District continues to see an increasing trend toward higher education from its graduates. More students are enrolling in both 2 year and 4 year college programs. Many scholarships are available to qualified students from a variety of sources on the local, the county and state levels. A Career Resource Center, located at the high school, provides information and guidance on job and college options and opportunities.

## Planning Committee

Name	Role
Stephen Amore	Ed Specialist - Nutrition Service Specialist
Carol Bean-Ritter	Parent

<b>Amanda Black</b>	Parent
<b>Allison Bolt</b>	Parent
<b>Kathy Borkowski</b>	Business Representative
<b>John Branson</b>	Intermediate Unit Staff Member
<b>Jaime Burns</b>	Elementary School Teacher - Regular Education
<b>Bradley Burns</b>	Parent
<b>Gerald Catagnus</b>	Administrator
<b>Arielle Chirlin</b>	Elementary School Teacher - Special Education
<b>William Clements</b>	Administrator
<b>Josh Clemson</b>	Elementary School Teacher - Special Education
<b>Josh Cusatis</b>	Instructional Aide- Elementary
<b>Angela Darlington</b>	Parent
<b>Kathy Detweiler</b>	Parent
<b>Jeanne DiGiacomo</b>	Parent
<b>Stacy Dunleavy</b>	Administrator
<b>Walter Fullam</b>	Business Representative
<b>Shawnmarie Gardner</b>	Middle School Teacher - Regular Education
<b>Ken Gibson</b>	Instructional Technology Director/Specialist
<b>Rita Haddock</b>	Human Resources Director
<b>Kim Hill</b>	Business Representative
<b>Becky Hine</b>	Business Representative
<b>Sharon Huggins</b>	Secondary School Teacher - Special Education
<b>Vicki Ianetta</b>	Parent
<b>Mary Katona</b>	Administrator
<b>Michael Keeley</b>	Business Manager
<b>Stacie King</b>	Elementary School Teacher - Regular Education
<b>Terrance Loeper</b>	District Substitute Teacher
<b>Richard McClure</b>	Community Representative
<b>Michelle McClure</b>	Elementary Librarian
<b>Gary McEwen</b>	Board Member
<b>William McKay</b>	Administrator
<b>Doug Metcalfe</b>	Parent
<b>R. Ted Morse</b>	Middle School Teacher - Regular Education
<b>Edward Motzer</b>	Secondary School Teacher - Regular Education
<b>Courtney Moyer</b>	Secondary School Teacher - Regular Education
<b>Michele Murtaugh</b>	Elementary Reading Specialist
<b>Heather Olsen</b>	Secondary School Teacher - Special Education
<b>Christine Osborn</b>	Board Member
<b>Nicole Patton</b>	Secondary School Teacher - Regular Education

<b>Carol Petersen</b>	Gifted Teacher- Elementary
<b>Joseph Piselli</b>	Administrator
<b>Robert Pleis</b>	Administrator
<b>Jeffrey Ploppert</b>	Transportation Director
<b>Paige Popp</b>	Parent
<b>Megan Proska</b>	Elementary School Teacher - Regular Education
<b>Flora Quevedo</b>	Secondary School Teacher - Regular Education
<b>Michelle Raymond</b>	Parent
<b>Stephen Rucci</b>	Board Member
<b>Pam Rutledge</b>	Parent
<b>Mark Sakoian</b>	Student Services Director/Specialist
<b>Lori Sakoian</b>	Administrator
<b>Adam Sanders</b>	Secondary School Teacher - Regular Education
<b>Craig Sell</b>	Administrator
<b>Keith Shively</b>	Administrator
<b>Jennifer Simmet</b>	Parent
<b>Mark Slider</b>	Parent
<b>Patricia Spleen</b>	Secondary School Teacher - Regular Education
<b>Paul Stolz</b>	Community Representative
<b>Toni Toole</b>	Speech Therapist- Elementary
<b>April Trego</b>	Board Member
<b>Alice Uhrich</b>	Ed Specialist - School Nurse
<b>Diane VanBodegraven</b>	Elementary School Teacher - Regular Education
<b>Jamie Whye</b>	Administrator
<b>Anna Williams</b>	Parent
<b>Beth Witouski</b>	Parent
<b>Colleen Yenser</b>	Parent
<b>Brenda Moyer</b>	Administrator
<b>Matt Barber</b>	Administrator
<b>Chasity Cooper</b>	Administrator
<b>Elizabeth Butch</b>	Administrator

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

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

Standards that are non-existent indicate that we do not have related courses at this level. Additionally, we use appropriate content standards for all students, according to their abilities.

### Elementary Education-Intermediate Level

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

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

Standards that are non-existent indicate that we do not have related courses at this level. Additionally, we use appropriate content standards for all students, according to their abilities.

### Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Developing	Developing
Common Core Standards: English Language Arts	Accomplished	Accomplished
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Accomplished	Accomplished
Economics	Developing	Developing

<b>Environment and Ecology</b>	Accomplished	Accomplished
<b>Family and Consumer Sciences</b>	Developing	Developing
<b>Geography</b>	Accomplished	Accomplished
<b>Health, Safety and Physical Education</b>	Accomplished	Accomplished
<b>History</b>	Accomplished	Accomplished
<b>Science and Technology and Engineering Education</b>	Developing	Developing
<b>Alternate Academic Content Standards for Math</b>	Developing	Developing
<b>Alternate Academic Content Standards for Reading</b>	Developing	Developing
<b>American School Counselor Association for Students</b>	Developing	Developing
<b>English Language Proficiency</b>	Developing	Developing
<b>Interpersonal Skills</b>	Accomplished	Accomplished
<b>School Climate</b>	Accomplished	Accomplished
<b>World Language</b>	Accomplished	Accomplished

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

Standards that are non-existent indicate that we do not have related courses at this level. Additionally, we use appropriate content standards for all students, according to their abilities.

### High School Level

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

<b>English Language Proficiency</b>	Developing	Developing
<b>Interpersonal Skills</b>	Accomplished	Accomplished
<b>School Climate</b>	Accomplished	Accomplished
<b>World Language</b>	Accomplished	Accomplished

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

Standards that are non-existent indicate that we do not have related courses at this level. Additionally, we use appropriate content standards for all students, according to their abilities.

## *Adaptations*

### **Elementary Education-Primary Level**

- Common Core Standards: English Language Arts

### **Elementary Education-Intermediate Level**

- Common Core Standards: English Language Arts

### **Middle Level**

- Common Core Standards: English Language Arts

### **High School Level**

*No standards have been identified for this content area.*

Explanation for any standards checked:

We have created our own K-8 Literacy Framework based on the Common Core State Standards.

## **Curriculum**

### *Planned Instruction*

#### **Elementary Education-Primary Level**

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

Processes used to ensure Accomplishment:

Teachers and administrators have developed planned courses in place, and continue to devote in-service and summer training days to continuously updating the plans. District level administrators oversee and guide the process.

#### **Elementary Education-Intermediate Level**

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

Processes used to ensure Accomplishment:

Teachers and administrators have developed planned courses in place, and continue to devote in-service and summer training days to continuously updating the plans. District level administrators oversee and guide the process.

#### **Middle Level**

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

Processes used to ensure Accomplishment:

Teachers and administrators have developed planned courses in place, and continue to devote in-service and summer training days to continuously updating the plans. District level administrators oversee and guide the process.

## High School Level

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

Processes used to ensure Accomplishment:

Teachers and administrators have developed planned courses in place, and continue to devote in-service and summer training days to continuously updating the plans. District level administrators oversee and guide the process.

### *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.

District curriculum contains grade level enabling objectives in each content area. The enabling objectives are based upon common core standards. Teachers are able to modify the curriculum for students with differing needs based upon the enabling objectives for each standard. Teachers accommodate the specific instructional needs of the student based upon the Specially Designed Instruction listed in the individual IEP.

## Instruction

### *Instructional Strategies*

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

### **Regular Lesson Plan Review**

- Administrators

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

The process exists through stated expectations that teachers will plan for every lesson. Lessons are posted to the district Intranet site and reviewed by administrators. Observation of instruction and feedback to teachers is a part of administrators' annual goals.

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

As part of the differentiated supervision model begun in the district this year, we have looked at a framework for peer evaluation and coaching. Administrators and teachers will continue to revise and update the supervision plan, with a goal of incorporating coaching practices in the future.

### *Responsiveness to Student Needs*

#### **Elementary Education-Primary Level**

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

If necessary, provide further explanation.

We use student assessment data to create leveled grouping within classrooms when it is beneficial to the instruction. Within the RTII process, students are scheduled flexibly to receive additional instruction in area of need. Differentiated instruction is used within the regular classroom by teachers to meet students at their current instructional level and within their learning style. Gifted students are also grouped flexibly at the elementary level to receive literary and math instruction with other higher level students with the gifted support teacher.

#### **Elementary Education-Intermediate Level**

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

If necessary, provide further explanation.

We use student assessment data to create leveled grouping within classrooms when it is beneficial to the instruction. Within the RTII process, students are scheduled flexibly to receive additional instruction in area of need. Differentiated instruction is used within the regular classroom by teachers to meet students at their current instructional level and within their learning style. Gifted students are also grouped flexibly at the elementary level to receive literary and math instruction with other higher level students with the gifted support teacher.

### Middle Level

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

If necessary, provide further explanation.

Leveled grouping takes place within the regular classroom using student assessment data. During related arts periods, students with identified needs in language arts and mathematics can be scheduled to receive additional instruction in Language Arts Extension or Math Extension classes. Differentiated instruction is used within the regular classroom by teachers to meet students at their current instructional level and within their learning style. Gifted students are grouped in sections to ensure that five or more are together to create higher level groupings. Gifted students have the opportunity to participate in a Gifted Seminar during the Related Arts period to work directly with the Gifted Support teacher on standards based content instruction. Additionally, the Gifted Support teacher is scheduled as a co-teacher on a rotating basis in sections with Gifted Students. Gifted Students participate in small group or whole class extension projects in that setting. In math and science, teachers create challenging level four questions and challenges that all students can access on all exams that go above and beyond the grade level content standard. In language arts and social studies, teachers use the TVSD Literacy Framework and the Common Core Standards to move higher level students beyond the grade level content standard.

### High School Level

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



## 2014 Graduation Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

### Reading

- Local Assessments aligned with State Standards

### Writing

- Local Assessments aligned with State Standards

### Mathematics

- Local Assessments aligned with State Standards

## Local Assessments

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

### *2015 and beyond Graduation Requirement Specifics*

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

#### **English Language and Composition**

- Local assessments.

#### **English Literature**

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam (2016-17)
- Local assessments.

#### **Mathematics**

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam (2016-17)
- Local assessments.

#### **Science & Technology**

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam (2016-17)
- Local assessments.

#### **Environment & Ecology**

- Local assessments.

### *2017 and beyond Graduation Requirement Specifics*

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

#### **Biology or Chemistry**

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Local assessments.

#### **American History, Civics/Government, or World History**

- Local assessments.

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
<b>Keystone Exams</b>			X	X
<b>PSSA/PSAS</b>		X	X	

<b>Written Work by Students</b>	X	X	X	X
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### Benchmark Assessments

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Scholastic Reading Inventory</b>				X
<b>Textbook Assessment</b>			X	X
<b>Study Island</b>		X	X	
<b>LEA Mathematics Series</b>	X	X	X	X
<b>4Sight</b>		X		
<b>Fountas and Pinnell BAS</b>	X	X		
<b>Teacher Developed Common CBE's</b>	X	X	X	X

### Formative Assessments

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Demonstration, performances, products, projects</b>	X	X	X	X
<b>Progress Monitoring</b>	X	X	X	X
<b>Teacher Developed CBE's</b>	X	X	X	X
<b>Written Work by Students</b>	X	X	X	X

### Diagnostic Assessments

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>DRA</b>	X	X	X	
<b>Running Records</b>	X	X	X	
<b>Textbook Assessments</b>	X	X	X	X
<b>Classroom Diagnostic (CDT)</b>			X	X

### *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

Standards-aligned common summative assessments are developed as part of the curriculum design process. Teams of teachers and administrators design the assessments based upon the Enduring Understandings and Essential Questions in the curriculum framework. Teachers review the assessments and give feedback. The assessments are formally reviewed during the curriculum review cycle.

***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.

Locally administered assessments are developed as part of the curriculum design process by teams of teachers and administrators. These assessments are reviewed as part of the curriculum cycle every 4-5 years.

***Collection and Dissemination***

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

Performance Tracker is used to collect PSSA, and 4Sight data. School level spreadsheets are used to collect DRA, writing, and spelling assessment data. SRI data is also collected and stored on a school level spreadsheet. Spreadsheets are set up by year and teacher; they are stored on the TVSD Intranet (SharePoint).

***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.

Student benchmark assessments are given three times per year at the elementary and middle school level. The data from these assessments is analyzed and RtII meetings are held with each grade level to determine students who are not meeting the benchmark. The assessment information for students who are not achieving the benchmark is analyzed and a plan is developed to deliver focused instruction to these students. The students' progress is monitored twice per month and this progress monitoring is analyzed by the RtII team. Instructional decisions are made based upon this data analysis. At the middle school level, PVAAS data is also included in the analysis of student data.

***Assessment Data Uses***

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
<b>Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.</b>		X	X	X

<b>Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.</b>	X	X	X	X
<b>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.</b>	X	X	X	X
<b>Instructional practices modified or adapted to increase student mastery.</b>	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

RtII/Data Analysis meetings are held three times per year to analyze student data, track progress, and adjust instructional plans for students who are not meeting proficiency in K-8. Monthly meetings are held at each grade level to further look at progress monitoring data and make instructional decisions.

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

These areas are not checked because they are not applicable to the instructional level.

### *Distribution of Summative Assessment Results*

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

Provide brief explanation of the process for incorporating selected strategies.

Parent letters announcing the PSSA and Keystone testing windows and explaining the testing are sent home to parents prior to the testing windows. These parent letters and other important information regarding testing are hosted on building websites as well. PSSA and Keystone individual student score reports are mailed directly home to parents

when they become available from PDE. PSSA and Keystone performance data is presented publicly in the fall by the administration during a school board meeting. The school calendar lists testing dates for all grade levels involved in standardized testing. The high school student handbook and course selection guides describe the requirements for graduation including Keystone proficiency.

## 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.

Our district does not have state identified struggling schools. To ensure student growth and achievement continues, we focus on collecting and analyzing data, and applying what is learned to teacher instruction. We include IEP students in the regular classroom setting, we institute co-teaching practices, and differentiated instruction in order to meet all students' needs. Additionally, the elementary schools have an RtII process that focuses on Tier I instruction for literacy, and provides for additional support for students in Tier 2 and 3. The middle school provides additional support for reading and math through extension classes. The high school, which operates on block scheduling, uses flex periods to remediate and to enhance learning for students.

### *Programs, Strategies and Actions*

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

<b>Internet Web-based System for the Management of Student Discipline</b>	X	X	X	X
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Explanation of strategies not selected and how the LEA plans to address their incorporation:

We do not at this time have plans for incorporation of school resource officers.

### *Identifying and Programming for Gifted Students*

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

Identification of gifted children is based on a multi-criteria based system. Teachers or parents can recommend students for gifted evaluations. A preliminary screening form is completed by the guidance counselor. Parent permission to evaluate is gathered. School psychologists conduct the screenings and report findings to parents and administrators. Students who are both gifted and special education receive support and services within the regular classroom per IEP and GIEP goals. Our gifted support services offer differentiation, individualization, enrichment and acceleration. The elementary gifted support services are designed to foster higher level thinking skills and creativity in a small group setting. Identified gifted students engage in rigorous lessons and activities created to extend their learning in varied content areas and beyond. The elementary gifted support services teacher also works with classroom teachers to differentiate the curriculum and provide resources for use in the regular education setting. The middle school gifted support services are designed to foster higher level thinking skills and creativity in a small group or whole group setting. Identified gifted students engage in research and projects developed to extend their learning in various content areas. The gifted support teacher is scheduled to lead gifted seminars during related arts periods and is a co-teacher on a rotating basis in sections with gifted students. The goal of the gifted support services at Twin Valley High School is to facilitate unique and challenging learning opportunities for identified students. Students will be encouraged to select rigorous classes and to choose enriching extracurricular/co-curricular activities. Throughout high school, gifted students will be supported as they explore career options in their areas of interest. Students are also encouraged to invest in their local community, while expanding their world view. The high school gifted support teacher meets with gifted students daily during the flex period.

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
<b>Academic Counseling</b>		X	X	X
<b>Attendance Monitoring</b>	X	X	X	X
<b>Behavior Management Programs</b>	X	X	X	X
<b>Bullying Prevention</b>	X	X	X	X
<b>Career Awareness</b>	X	X	X	X

<b>Career Development/Planning</b>			X	X
<b>Coaching/Mentoring</b>	X	X	X	X
<b>Compliance with Health Requirements –i.e., Immunization</b>	X	X	X	X
<b>Emergency and Disaster Preparedness</b>	X	X	X	X
<b>Guidance Curriculum</b>	X	X	X	X
<b>Health and Wellness Curriculum</b>	X	X	X	X
<b>Health Screenings</b>	X	X	X	X
<b>Individual Student Planning</b>	X	X	X	X
<b>Nutrition</b>	X	X	X	X
<b>Orientation/Transition</b>	X	X	X	X
<b>RtII</b>	X	X	X	X
<b>Wellness/Health Appraisal</b>	X	X	X	X
<b>Child Guidance Services are available in all building locations.</b>	X	X	X	X

Explanation of developmental services:

At all levels, attendance monitoring takes place by guidance counselors and administrators. If necessary, social services are contacted concerning truant students and collaboration begins around a Truancy Elimination Plan.

### *Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
<b>Accommodations and Modifications</b>	X	X	X	X
<b>Administration of Medication</b>	X	X	X	X
<b>Assessment of Academic Skills/Aptitude for Learning</b>	X	X	X	X
<b>Assessment/Progress Monitoring</b>	X	X	X	X
<b>Casework</b>	X	X	X	X
<b>Crisis Response/Management/Intervention</b>	X	X	X	X
<b>Individual Counseling</b>	X	X	X	X
<b>Intervention for Actual or Potential Health Problems</b>	X	X	X	X
<b>Placement into Appropriate Programs</b>	X	X	X	X
<b>Small Group Counseling-Coping with life situations</b>			X	X
<b>Small Group Counseling-Educational planning</b>			X	X
<b>Small Group Counseling-Personal and Social Development</b>	X	X	X	X
<b>Special Education Evaluation</b>	X	X	X	X
<b>Student Assistance Program</b>			X	X

Explanation of diagnostic, intervention and referral services:

At the middle school and high school level, a Student Assistance Team is in place that coordinates with the Caron Foundation for behavioral health assessments and services within the school.

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Alternative Education</b>	X	X	X	X
<b>Case and Care Management</b>	X	X	X	X
<b>Community Liaison</b>				
<b>Community Services Coordination (Internal or External)</b>	X	X	X	X
<b>Coordinate Plans</b>	X	X	X	X
<b>Coordination with Families (Learning or Behavioral)</b>	X	X	X	X
<b>Home/Family Communication</b>	X	X	X	X
<b>Managing Chronic Health Problems</b>	X	X	X	X
<b>Managing IEP and 504 Plans</b>	X	X	X	X
<b>Referral to Community Agencies</b>	X	X	X	X
<b>Staff Development</b>	X	X	X	X
<b>Strengthening Relationships Between School Personnel, Parents and Communities</b>	X	X	X	X
<b>System Support</b>	X	X	X	X
<b>Truancy Coordination</b>	X	X	X	X

Explanation of consultation and coordination services:

Twin Valley School District guidance counselors, learning support teachers and administrators coordinate with community and private agency representatives around student care as needed.

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Course Planning Guides</b>	X	X	X	X
<b>Directing Public to the PDE &amp; Test-related Websites</b>	X	X	X	X
<b>Individual Meetings</b>	X	X	X	X
<b>Letters to Parents/Guardians</b>	X	X	X	X
<b>Local Media Reports</b>	X	X	X	X
<b>Website</b>	X	X	X	X
<b>Meetings with Community, Families and Board of Directors</b>	X	X	X	X
<b>Mass Phone Calls/Emails/Letters</b>	X	X	X	X
<b>Newsletters</b>	X	X	X	X
<b>Press Releases</b>	X	X	X	X

<b>School Calendar</b>	X	X	X	X
<b>Student Handbook</b>	X	X	X	X
<b>Twitter and Facebook</b>				

### *Communication of Student Health Needs*

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

### *Frequency of Communication*

#### **Elementary Education - Primary Level**

- Monthly

#### **Elementary Education - Intermediate Level**

- Monthly

#### **Middle Level**

- Monthly

#### **High School Level**

- Monthly

### *Collaboration for Interventions*

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

Teachers complete student information surveys and share feedback both academic and social/emotional with individuals providing interventions. These communications can be in writing or in person.

## *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

In some cases transportation is coordinated with community centers for before or after school services. In some buildings, before and after school care is provided by the YMCA.

## *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.

A yearly meeting is held to coordinate transition services for students transitioning from the early intervention program. Plans are put in place for a smooth transition with the family and district staff.

## **Materials and Resources**

### *Description of Materials and Resources*

#### **Elementary Education-Primary Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
<b>Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills</b>	Accomplished
<b>A robust supply of high quality aligned instructional materials and resources available</b>	Accomplished

<b>Accessibility for students and teachers is effective and efficient</b>	Accomplished
<b>Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs</b>	Accomplished

Provide explanation for processes used to ensure Accomplishment.

During regular curriculum reviews teachers examine and provide feedback on necessary resources. Aligned instructional materials and resources are made available to all teachers and students.

#### **Elementary Education-Intermediate Level**

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

Provide explanation for processes used to ensure Accomplishment.

During regular curriculum reviews teachers examine and provide feedback on necessary resources. Aligned instructional materials and resources are made available to all teachers and students.

#### **Middle Level**

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

Provide explanation for processes used to ensure Accomplishment.

During regular curriculum reviews teachers examine and provide feedback on necessary resources. Aligned instructional materials and resources are made available to all teachers and students.

### High School Level

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

Provide explanation for processes used to ensure Accomplishment.

During regular curriculum reviews teachers examine and provide feedback on necessary resources. Aligned instructional materials and resources are made available to all teachers and students.

### *SAS Incorporation*

#### Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Not Applicable
Civics and Government	Full Implementation
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
Common Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation

<b>Science and Technology and Engineering Education</b>	Full Implementation
<b>Alternate Academic Content Standards for Math</b>	Full Implementation
<b>Alternate Academic Content Standards for Reading</b>	Full Implementation
<b>American School Counselor Association for Students</b>	Full Implementation
<b>Early Childhood Education: Infant-Toddler &amp; Second Grade</b>	Full Implementation
<b>English Language Proficiency</b>	Full Implementation
<b>Interpersonal Skills</b>	Full Implementation
<b>School Climate</b>	Full Implementation

Further explanation for columns selected:

SAS materials are used by teachers whenever applicable and available.

#### **Elementary Education-Intermediate Level**

<b>Standards</b>	<b>Status</b>
<b>Arts and Humanities</b>	Full Implementation
<b>Career Education and Work</b>	Full Implementation
<b>Civics and Government</b>	Full Implementation
<b>Common Core Standards: English Language Arts</b>	Full Implementation
<b>Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Full Implementation
<b>Common Core Standards: Mathematics</b>	Full Implementation
<b>Economics</b>	Full Implementation
<b>Environment and Ecology</b>	Full Implementation
<b>Family and Consumer Sciences</b>	Not Applicable
<b>Geography</b>	Full Implementation
<b>Health, Safety and Physical Education</b>	Full Implementation
<b>History</b>	Full Implementation
<b>Science and Technology and Engineering Education</b>	Full Implementation

<b>Alternate Academic Content Standards for Math</b>	Full Implementation
<b>Alternate Academic Content Standards for Reading</b>	Full Implementation
<b>American School Counselor Association for Students</b>	Full Implementation
<b>English Language Proficiency</b>	Full Implementation
<b>Interpersonal Skills</b>	Full Implementation
<b>School Climate</b>	Full Implementation

Further explanation for columns selected:

SAS materials are used by teachers whenever applicable and available.

### **Middle Level**

<b>Standards</b>	<b>Status</b>
<b>Arts and Humanities</b>	Full Implementation
<b>Career Education and Work</b>	Full Implementation
<b>Civics and Government</b>	Full Implementation
<b>Common Core Standards: English Language Arts</b>	Full Implementation
<b>Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Full Implementation
<b>Common Core Standards: Mathematics</b>	Full Implementation
<b>Economics</b>	Full Implementation
<b>Environment and Ecology</b>	Full Implementation
<b>Family and Consumer Sciences</b>	Full Implementation
<b>Geography</b>	Full Implementation
<b>Health, Safety and Physical Education</b>	Full Implementation
<b>History</b>	Full Implementation
<b>Science and Technology and Engineering Education</b>	Full Implementation
<b>Alternate Academic Content Standards for Math</b>	Full Implementation
<b>Alternate Academic Content Standards for Reading</b>	Full

	Implementation
<b>American School Counselor Association for Students</b>	Full Implementation
<b>English Language Proficiency</b>	Full Implementation
<b>Interpersonal Skills</b>	Full Implementation
<b>School Climate</b>	Full Implementation
<b>World Language</b>	Full Implementation

Further explanation for columns selected:

SAS materials are used by teachers whenever applicable and available.

### High School Level

<b>Standards</b>	<b>Status</b>
<b>Arts and Humanities</b>	Full Implementation
<b>Career Education and Work</b>	Full Implementation
<b>Civics and Government</b>	Full Implementation
<b>Common Core Standards: English Language Arts</b>	Full Implementation
<b>Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Full Implementation
<b>Common Core Standards: Mathematics</b>	Full Implementation
<b>Economics</b>	Full Implementation
<b>Environment and Ecology</b>	Full Implementation
<b>Family and Consumer Sciences</b>	Full Implementation
<b>Geography</b>	Full Implementation
<b>Health, Safety and Physical Education</b>	Full Implementation
<b>History</b>	Full Implementation
<b>Science and Technology and Engineering Education</b>	Full Implementation
<b>Alternate Academic Content Standards for Math</b>	Full Implementation
<b>Alternate Academic Content Standards for Reading</b>	Full Implementation

<b>American School Counselor Association for Students</b>	Full Implementation
<b>English Language Proficiency</b>	Full Implementation
<b>Interpersonal Skills</b>	Full Implementation
<b>School Climate</b>	Full Implementation
<b>World Language</b>	Full Implementation

Further explanation for columns selected:

SAS materials are used by teachers whenever applicable and available.

## Professional Education

### *Characteristics*

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

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>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.</b>	X	X	X	X
<b>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.</b>	X	X	X	X

<b>Provides leaders with the ability to access and use appropriate data to inform decision making.</b>	X	X	X	X
<b>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</b>	X	X	X	X
<b>Instructs the leader in managing resources for effective results.</b>	X	X	X	X

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

The Twin Valley School District Professional Development Plan is developed by a team of administrators with input from teachers, principals, and district level administration. All professional development decisions are based upon information from the following areas: current best practice in instruction and PA core standards, current student data from state and local assessments, and teacher needs. Information from these areas is collected by Administrators and discussed by the curriculum team. Decisions regarding necessary professional development sessions are made and a plan for the year is developed. The plan is reviewed periodically throughout the school year to ensure fidelity. Teachers' evaluations are collected after sessions to provide feedback.

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

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

A committee of Administrators and teachers use student data, teacher needs survey results, observation data, and information on new initiatives to develop a professional development

plan for each school year. Multiple professional development opportunities are also offered during the summer.

### *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.

Inductees meet for training sessions prior to the start of the school year and throughout the school year. A plan for induction sessions has been developed by the Assistant Superintendent and sessions are led by district level administrators. The inductees keep a log of activities they are required to meet with their building level administrator and colleagues throughout the process. Inductees must keep a portfolio to be examined by administration upon their completion of the induction program.

### *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.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

Inductees maintain a log of all activities including observations, meetings, and professional development activities. Along with the log, they must keep a reflection journal that is reviewed with an administrator periodically. Upon completion of the induction program, a portfolio review must take place with the Assistant Superintendent.

### *Mentor Characteristics*

- 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.
- The induction team of administrators provides mentoring to the inductees.

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

The induction team of mentors are all certified administrators within our district.

### *Induction Program Timeline*

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
<b>Code of Professional Practice and Conduct for Educators</b>	X					
<b>Assessments</b>	X	X	X	X	X	X
<b>Best Instructional Practices</b>	X	X	X	X	X	X

<b>Safe and Supportive Schools</b>	X	X	X	X	X	X
<b>Standards</b>	X	X	X	X	X	X
<b>Curriculum</b>	X	X	X	X	X	X
<b>Instruction</b>	X	X	X	X	X	X
<b>Accommodations and Adaptations for diverse learners</b>	X	X	X	X	X	X
<b>Data informed decision making</b>	X	X	X	X	X	X
<b>Materials and Resources for Instruction</b>	X	X	X	X	X	X

If necessary, provide further explanation.

Two full days of orientation are held in August for all new teachers. During these orientation sessions all topics above are covered by district and building level administrators. Additionally, inductees meet monthly with their building administrators to review all pertinent topics. Quarterly meetings are held with inductees and the Assistant Superintendent to address elements of the Danielson Domains and educator evaluation system.

### ***Monitoring and Evaluating the Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

The Assistant Superintendent monitors the implementation of the Induction program. The inductees complete evaluation forms of their experiences.

### ***Recording Process***

- Identify the recording process for inductee participation and program completion.

School/LEA maintains accurate records of program completion and provides a certificate or statement of completion to each inductee who has completed the program.

- Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.

## **Special Education**

### ***Special Education Students***

Total students identified: **567**

### ***Identification Method***

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

The Twin Valley School District has a multi-step process for identifying students with specific learning disabilities:

1. Collect data from curriculum based and/or district benchmark assessments.
2. Compare pre-test and post-test data relative to the implementation of supplemental research-based instructional interventions the student has received.
3. Administer nationally normed intelligence and academic achievement assessments.
4. Compare the student's measured academic achievement to that of other students of the same age (or grade if appropriate).
5. Evaluate student's measured academic achievement relative to what has been taught vis-a-vis the TVSD curriculum.
6. Evaluate any discrepancies or cognitive weaknesses identified through cognitive testing.
7. Compare the student's measured academic achievement to the predicted level of achievement expected, given the student's demonstrated intelligence.
8. Account for sources of environmental, economic, or cultural disadvantage.
9. Account for any relevant medical findings.
10. Account for other factors that may have affected academic achievement (e.g. school attendance, student motivation/effort/productivity).
11. Compare current results with that of prior assessment results documented in the student's school record. Evaluate any discrepancies that may exist.

## *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>

After reviewing the Enrollment Difference Status, it has been determined that there is not a 10% difference in the percentage of Special Education students.

There are disproportionalities in the following areas:

1. Emotional Disturbance and Intellectual Disability which the Twin Valley School District has less than the state average.

2. Other Health Impaired students are disproportionate because of an increase in the percentage of the population of ADHD and ADD. Over the past two years, we have had students move to our district with multiple disabilities, which has caused the disproportionality in this area.

### *Non-Resident Students Oversight*

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

The Twin Valley School District meets the obligations of a host district under Section 1306 by performing all activities the local education agency would. These include, but are not limited to, providing FAPE to students while they are placed in the facility, determining students who might require special education services under Child Find, providing evaluations for students to determine if they meet eligibility criteria for special education services, monitoring the facilitation of special education programs and services provided by the facility, providing trainings for staff in the area of special education and monitoring compliance under both state and federal laws.

The Twin Valley School District ensures that students are in the Least Restrictive Environment by attending IEP meetings for students with disabilities as the LEA representative. During the meeting, LRE is discussed and further reviewed. We provide psychological services to review each student's evaluation report and services to review each student's IEP.

The Twin Valley School District does meet its obligations under Section 1306, but with difficulty. The school district is not in a position to be in the facility at all times, therefore we are unable to fully maintain that the implementation of special education programming is to the standard it would be if it was a part of the district. It is important to note, however, that the district and Abraxas are working together to remedy some of the common concerns and barriers in an effort to provide appropriate programming.

### *Incarcerated Students Oversight*

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

The Twin Valley School District has contracted with the Local Intermediate Unit to ensure that all incarcerated students who are eligible for Special Education are located, evaluated, and when deemed eligible are offered a free appropriate public education. A district liaison

attends IEP meetings for students who are identified and incarcerated.

The Abraxas Academy is located in the Twin Valley School District. Currently, Abraxas has a Special Education Supervisor who serves as a liaison to the Twin Valley School District. She works with administration to coordinate special education services including staff trainings. Twin Valley School District reviews evaluation reports and IEP's when the liaison deems it necessary.

In addition, Twin Valley utilizes the following strategies to be pro-active so that students do not get placed in correctional facilities:

1. An alternative education program to work with students who are struggling with the traditional educational track. One program, housed in our high school and operated during the regular school day, works as a transitional class where students can begin to achieve success in their academic work in a small classroom environment that is supported. Students also have the opportunity to accelerate their learning by accessing a blended environment with cyber classrooms as well as one-on-one teaching.
2. The high school Child Study team looks at students who are beginning to struggle either academically, with attendance, or with discipline issues. Interventions are put in place in order to assist students and their families.
3. Meetings, phone calls, and communications with mental health agencies, Children & Youth Services, and probation officers regarding students and their needs.
4. Transition services are given to every student and involve outside agencies such as OVR (Office of Vocation and Rehabilitation), SAM (Service Access Management), and Goodwill. Job coaching is used in conjunction with the work study program to provide job skills and life skills support, if necessary.

### ***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 and access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical

- assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Twin Valley School District prides itself on the very inclusive environment it provides to students. Students are provided with various supports including, but not limited to, co-taught environments, supplementary aides, specific accommodations and/or curriculum modifications/adaptations. If students are still unable to be successful with significant supports in place, we provide more significant supports in alternative settings, where the student can be successful and achieve their individual goals based on their IEP.

In the past few years, we have implemented a variety of programmatic supports that include evidence or research based instructional materials for reading and math across grade levels, as well as classes that support the varied needs of students. We have provided training in many areas over the past three years. We have used our intermediate unit and PaTTAN to update our staff on best practices. Specifically, we trained learning support teachers in using a continuum for students with intellectual disabilities, Indicator 13, Safety Care, Behavioral Self-Regulation, De-Escalation, Community Based Instruction for Low Incidence Disabilities, Assistive Technology, Teaching Employability Skills, Teaching Self Determination Skills, Transition Assessment and Planning, Reactive Attachment Disorders, FBA (Functional Behavioral Assessment) training, Behavior Strategies, PASA training, and Autism.

We work diligently to include students in the regular education setting, as demonstrated by our 89.2% itinerant inclusion rate. Our students enrolled in other settings are higher than the state average. As an IEP team, we meet to determine the least restrictive environment for students and on occasion, that is not at the home school. Students are placed based on where the team feels the student would be most successful. We currently have students at several locations including Devereux, Child Career and Development Center and The Vanguard School.

### ***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 following principles shall govern the use of behavior supports interventions for children with disabilities:

1. Positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints.
2. Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment.
3. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student shall be the least intrusive necessary.
4. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.
5. Nothing in this policy shall be construed to require the development of a separate behavior support or intervention plan when appropriate positive behavioral interventions, strategies, and supports, consistent with the requirements of this policy, can be incorporated into the body of the IEP.

As used in this policy, the following words and terms shall have the following meanings, unless the context clearly indicates otherwise:

**Aversive techniques** – deliberate activities designed to establish a negative association with a specific behavior.

**Behavior support** – the development, change, and maintenance of selected behaviors through the systematic application of behavior change techniques.

**Positive behavior support plans** – a plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcement and other positive techniques to shape the behavior of the child with disabilities, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

**Restraints** – the application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's body, excluding the following:

1. Briefly holding a student, without force, to calm or comfort him/her.
2. Guiding a student to an appropriate activity.
3. Holding a student's hand to escort him/her safely from one area to another.

4. Hand-over-hand assistance with feeding or task completion.
5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.
6. Mechanical restraints, such as devices used for physical or occupational therapy, seat belts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices.

### Specific Limitations and Requirements

#### *Use of Physical Restraints Other than Mechanical Restraints*

Whenever the use of restraint to control acute or episodic aggressive or self-injurious behavior can be reasonably anticipated for a particular student, the district shall make every effort to obtain prior parental consent for such use. Inclusion of such restraints in the IEP of the student, when the parents have received appropriate prior written notice of that IEP, shall constitute sufficient evidence of parental consent for purposes of this policy. In the event that the need to use restraint cannot be reasonably anticipated for a particular student, or the parents refuse to provide consent therefore, appropriately trained staff may use such restraint when the student is acting in a manner that constitutes a clear and present danger to himself/herself, to other students, or to employees.

The use of restraints may only be included in a student's IEP under the following conditions:

1. The restraint is used in conjunction with specific components of positive behavior support.
2. The restraint is used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
3. Staff is authorized, and has received all training required, to use the specific procedure.
4. The positive behavior support plan of the student includes a plan for eliminating the use of restraint through the application of positive behavior support.
5. The use of restraints is not included in the IEP for the convenience of staff, as a substitute for an educational program, or to be employed as punishment.

#### *Use of Mechanical Restraints*

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning. Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a

clear and present danger to himself/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. The Special Education Supervisor or his/her designee shall notify the parent/guardian as soon as is practical of the use of restraint to control the aggressive behavior of his/her child and shall convene a meeting of the IEP team within ten (10) school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.

*Proscription of Certain Aversive Techniques*

The following aversive techniques for addressing behavior are inappropriate and may not be used in educational programs:

1. Corporal punishment.
2. Punishment for a manifestation of a child's disability.
3. Locked rooms, locked boxes, or other locked structures or spaces from which the child cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern as defined in the regulations of the State Board of Education, 22 Pa Code § 14.143(a), and any successor regulation.
7. Treatment of a demeaning nature.
8. Electric shock.
9. The use of prone restraints, which are those by which a student is held face down on the floor.

*Reporting and Monitoring*

The Superintendent or his/her designee shall maintain and report data on the use of restraints in a manner prescribed by the Secretary of Education of the Commonwealth of Pennsylvania. Such report shall be readily available for review during cyclical compliance monitoring conducted by the Pennsylvania Department of Education.

*Referral to Law Enforcement*

Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan shall be required for students with disabilities who have positive behavior support plans at the time of such referral. If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Special Education Supervisor or his/her designee shall ensure that the

responsible school district or intermediate unit is informed of the need to update the functional behavioral assessment and the positive behavior support plan of the student.

Regular Program Of Training

The Superintendent or his/her designee shall provide for the regular training and re-training, as needed, of personnel in the use of specific procedures, methods, and techniques, including restraints, that those personnel will be expected to employ in the implementation of positive behavior supports or interventions in accordance with the IEP of the child and this policy.

References:

1. School Code – 24 P.S. Sec. 510
2. State Board of Education Regulations – 22 PA Code Sec. 14.101, 14.133, 14.143
3. Individuals With Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq.
4. Individuals With Disabilities Education, Title 34, Code of Federal Regulations – 34 CFRPart 300

Twin Valley has seen an increase in students placed outside of the district. Behavioral issues are one reason for these placements. There were 287 days of disciplinary removals in 2011-2012. In 2012-2013 we have decreased the amount of days of disciplinary removals to 233 which is a 19% decrease from the previous school year. The district continues to strive to reduce this number even further by increasing supports for students with behavioral needs during the school day. In addition, the district has implemented a plan to put supports in place that will help decrease the need for outside placements and support the return of students already placed. At the secondary level, a class called Personal Development has been created that focuses on appropriate social skills development. Pending approval, the district will create classes with a transition focus to alleviate anxieties and fears by teaching them to be independent citizens and teaching functional skills that will be useful to them for the rest of their lives. The district STEP program (Students in Temporary Educational Placement) has been key to removing students in crisis for short periods of time to provide more intensive support and to guide their transition back into the regular classroom setting. The Child Study Team at the high school teams the guidance counselors and administrators in weekly meetings to discuss at-risk students and plan interventions. Staff in each building has been trained in Safety Care since January 2011. Each year more staff has gone through the two-day training to ensure further that they are adequately trained in de-escalation techniques.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

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

The school district has developed an inclusive environment that provides multiple levels of support for students within the regular education setting. Co-teaching practices are used at all levels to provide access to the general education curriculum to all students. Various positive behavioral supports are implemented and life skills supports are provided in the regular education setting. The addition of a behavior consultant trained in ABA practices has increased the district's services for students with Autism. Additional training will be planned in conjunction with the BCIU, PaTTAN, and other agencies to provide a higher level of support for students with Autism and Emotional Support Needs. Since the last plan was written in 2011, we have had various staff training in Safety Care, De-escalation, Behavior Self-Regulation, Behavior Assessment, Classroom Management, Continuum of Skills for students with Intellectual Disabilities as well as Autism background information and working with students on the spectrum within the inclusive classroom, conducted for both teachers and parents.

The school district works collaboratively with all agencies that are responsible for providing services for identified students. District staff attends interagency meetings such as transition council meetings, and Early Intervention meetings. Guidance Counselors work with MH/ID (Mental Health/Intellectually Disabled), SAM (Service Access Management), Children and Youth Services, and Juvenile Probation in order to deliver appropriate programming and supports. The Special Education Department invites case managers and Professional Service Providers to IEP team meetings.

The school district will continue to use the interagency approach to improve its program capacity through ongoing communication with other agencies that support students with disabilities.

## *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.

1. Twin Valley School District is committed to an educational program that provides all students the opportunity to develop and succeed to their highest potential. Our district-wide inclusive model provides assistance to students with disabilities within the general education setting, allowing access to the regular education curriculum to the maximum extent possible. Special education services are delivered through our co-teaching practices, differentiated classrooms, and a multitude of supports and strategies implemented by all personnel at all levels.
2. Our vision is that co-teaching will continue to develop and provide support for all students. Co-teaching teams consist of a general education teacher and a special education teacher, a general education teacher and another general education teacher, or a general education teacher and a related arts teacher.
3. One of the strengths of our co-teaching program is common planning time, which has significantly increased the effectiveness of classroom instruction. This deliberate scheduling is built into the master schedule and demonstrates the level of commitment and support from building and district administrators. Deliberate scheduling of co-taught sections and the hand scheduling of special education students ensures that natural proportions are maintained within classroom populations. Heterogeneous groups at all levels support an inclusive climate, as all students belong to all teachers. Programs to support this relationship between students and teachers exist at all levels. Advisories at the middle level, Restorative Practices at the senior high level, and Responsive Classrooms at the elementary level enhance the personal connection between staff and students.
4. All classrooms at Twin Valley School District are differentiated in three areas - instruction is differentiated to accommodate many learning styles, materials are differentiated according to individual student learning styles and needs, and student learning is evaluated using differentiated assessment. Regular education teachers and special education teachers receive side by side instruction in combined training sessions on best practices and curriculum related professional development sessions. Other professional development initiatives include using writer's notebooks and mentor texts for both reading and writing strategies. Regular education teachers have also received training in making accommodations and modification, and all teachers are trained in IEP format and participation in IEP meetings.

5. Data is used to drive decisions on instructional practices, student groupings, and IEP goals. Twin Valley uses various methods to track data and make it accessible to all professional staff. Teachers are provided with standardized test data, PSSA data, curriculum based assessment data, and IEP data in a readily accessible format. Special education teachers have received several trainings regarding assessment for IEP present levels of educational performance. New assessments started in the fall of 2010 to focus on the specific skill areas that Indicator 13 demands be part of the IEP. As part of Cohort 1 with Indicator 13, the Middle and High School staff have created a comprehensive plan for students. At each grade level from age 14 and on, students will have the opportunity to participate in various surveys, assessments and transition planning meetings. Currently, teachers are assessing students in the areas of phonemic awareness, reading fluency, comprehension, written expression, math fluency and math computation. Progress monitoring then ensures that students are making continued progress within their classes. It also is an asset for regular education teachers to know the levels of the students with IEP's in their classes. Instructional practices stem from evidence-based methods and student performance continues to improve. As student's progress to the secondary level, transition services drive IEP programs and goals. Career counseling is provided with many opportunities for real life experiences such as internships and work study programs. Post-secondary educational workshops are offered and students are encouraged to explore the opportunities available. Trainings are offered to parents and students on accessing services in college and as an adult.
6. At Twin Valley, a continuum of services is part of our inclusive model, with learning, emotional, and life skills being mainly delivered in the regular classroom setting. Supplementary aids and services support students within the regular classroom setting, providing greater access to the regular education curriculum. Support services include OT, PT, speech and language, assistive technology, personnel such as interpreters, psychiatrists, psychologists, IU support for training and programming, and community agencies. District transportation allows students to participate in internships, work-study programs, after school activities, and sports activities. Students who require specialized personnel to access extra-curricular activities are provided that support. Community and faith based partnerships provide support to both students and families.
7. Professional development has been a very important part of the development of Twin Valley's inclusive special education program. The district has participated in training offered at PaTTAN and through Berks County Intermediate Unit to increase the support options that can be offered to students. Every special education student is taught by a highly-qualified teacher. School-wide professional development in content areas help learning support teachers and paraprofessionals become masters of curriculum. Staff training specific to student need is provided to all support staff that are part of a student's program, including aides and bus drivers. Student training in self-advocacy is centered on student led IEP meetings. Ability awareness

- training is also provided. School-wide behavior support training and the implementation of two district initiatives in Restorative Practices and Responsive Classrooms provides the basis of our behavioral support program. Parent collaboration and training are offered at all levels.
8. Supports in the classroom take many forms. Learning support teachers have consultation time with regular education teachers and students in the classroom. Leveled texts and differentiated materials allow all students access to the curriculum. Tiered lessons and scaffolding are instructional strategies that support student learning. Time is provided during the school day for pre-teaching and re-teaching of material and concepts. Peer tutoring and peer helpers work with students providing additional support. Technology is used in the curriculum and many forms of assistive technology allow students greater access to classroom experiences. Specific software programs such as Co-Writer and Dragon Naturally Speaking supplement general technology supports such as voice-activated computers, IPADS, recorded books, and FM sound systems. Participation in the ACCESS program has had a greater impact previously to the aforementioned programs and services. More recently, funds have been cut significantly to districts, thus negatively impacting our budgets.

# Assurances

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## 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
- 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
<b>Abraxas Academy</b>	Incarcerated	Abraxas Academy	20

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
<b>Devereux Brandywine</b>	Approved Private Schools	Emotional Support	2
<b>Devereux Cares</b>	Approved Private Schools	Autistic Support,	3
<b>Devereux Kanner Cares</b>	Approved Private Schools	Autistic Support and LSS	6
<b>Child Career and Development Center</b>	Special Education Centers	Emotional Support, Autistic Support; Multiple Disability Support; Learning Support and Life Skills Support	17
<b>The Woods School</b>	Approved Private Schools	Learning Support	1
<b>Camp Hill</b>	Approved Private Schools	Life Skills Support	4
<b>Janus School</b>	Special Education Centers	Learning Support;	2
<b>Conestoga Christian</b>	Other	Life Skills Support and ES	2
<b>The Vanguard School</b>	Approved Private Schools	Emotional Support	1
<b>NWHS</b>	Special Education Centers	AS and ES	2
<b>The Hilltop School</b>	Other	AS	1
<b>Lancaster County Christian School</b>	Other	AS; SPL support	3
<b>Manito</b>	Special Education Centers	ED	1
<b>ARC Residential</b>	Other	LS	1
<b>Windsor Christian Academy</b>	Other	SLP/ OT/ PT	1

Rockford Center	Other	AS	1
Children's Home of Easton	Other	ES	1
Vision Quest	Other	LS	1
Children's Home of Reading	Other	ES	1
Scranton School for the Deaf	Approved Private Schools	DHIS	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
Honey Brook EC - JC	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 10	11	0.4
<b>Justification: Honey Brook EC serves students from kindergarten through grade 4. The special education teachers work with students in all grades and therefore it is not uncommon for them to work with both a kindergarten student and a 4th grade student on the same caseload.</b>							
Honey Brook EC - JC	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 8	1	0.1
Honey Brook EC - JC	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 8	1	0.1
Honey Brook EC - JC	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	8 to 9	2	0.3
Honey Brook EC - JC	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	8 to 8	1	0.1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Honey Brook EC - AV	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 10	7	0.5
<b>Justification: Honey Brook EC serves students in grades K through 4. Therefore, special education teachers that work with all grades regularly work with students on their caseloads that are in kindergarten up to 4th grade.</b>							

**Program Position #3***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Honey Brook EC - KN	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	7 to 8	4	0.6
Honey Brook EC - KN	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	10	0.2
Honey Brook EC - KN	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 9	2	0.2

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Twin Valley EC - AV	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	11	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Twin Valley EC - CB	An Elementary School	A building in which General Education programs are	Itinerant	Autistic Support	10 to 10	2	0.4

	Building	operated					
<b>Twin Valley EC - CB</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	12	0.4
<b>Twin Valley EC - CB</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 10	2	0.2

**Program Position #6***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Twin Valley EC - AC</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	12	0.5
<b>Twin Valley EC - AC</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 7	2	0.2
<b>Twin Valley EC - AC</b>	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 5	1	0.3

**Program Position #7***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Robeson EC - TD</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 10	3	0.2
<b>Robeson EC - TD</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 10	10	0.3
<b>Justification: Due to co-teaching at the Elementary Level, teachers may service students on their caseloads from grades Kindergarten through Grade 4.</b>							
<b>Robeson EC - TD</b>	An Elementary School	A building in which General	Itinerant	Autistic Support	9 to 10	3	0.3

	Building	Education programs are operated					
<b>Robeson EC - TD</b>	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 9	1	0.2

**Program Position #8***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Robeson EC - CR</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	9 to 9	1	0.1
<b>Robeson EC - CR</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 7	1	0.1
<b>Robeson EC - CR</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	13	0.8

**Program Position #9***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Robeson EC - RG</b>	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 10	6	0.9
<b>Robeson EC - RG</b>	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 7	1	0.1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Twin Valley MS - AP</b>	A Middle School	A building in which General Education	Itinerant	Learning Support	10 to 11	16	1

	Building	programs are operated					
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**Program Position #11***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Twin Valley MS - CE	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	15	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Twin Valley MS - SD	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	26	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Twin Valley MS - JG	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	26	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Twin Valley MS - BD	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 12	1	0.05
Twin Valley MS - BD	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	19	0.95

**Program Position #15***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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<b>Twin Valley MS - TS</b>	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	21	1
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**Program Position #16***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Twin Valley MS - KF</b>	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	21	0.95
<b>Twin Valley MS - KF</b>	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 12	1	0.05

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Twin Valley MS - HD</b>	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 12	1	0.05
<b>Twin Valley MS - HD</b>	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	20	0.95

**Program Position #18***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Twin Valley MS - AN</b>	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	7	0.5
<b>Twin Valley MS - AN</b>	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 12	4	0.25
<b>Twin Valley MS - AN</b>	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	11 to 12	4	0.25

**Justification: The Teacher works with Itinerant Students in multiple inclusion classrooms during the school day.**

**Program Position #19***Operator: School District*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Twin Valley HS - LB</b>	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 16	1	0.34
<b>Twin Valley HS - LB</b>	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	2	0.66

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Twin Valley HS - HO</b>	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	19 to 19	1	0.1
<b>Twin Valley HS - HO</b>	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 18	2	0.2
<b>Twin Valley HS - HO</b>	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	4	0.3
<b>Twin Valley HS - HO</b>	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 19	15	0.4

**Justification: Due to students staying additional years in school through the banking of the Diploma, caseloads may include students outside of the age range.**

**Program Position #21***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Twin Valley HS - SK</b>	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	7	0.5
<b>Twin Valley HS -</b>	A Senior	A building in	Itinerant	Life Skills	14 to	3	0.25

<b>SK</b>	High School Building	which General Education programs are operated		Support	17		
<b>Twin Valley HS - SK</b>	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 20	3	0.25

**Program Position #22***Operator: School District***PROGRAM SEGMENTS**

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
<b>Twin Valley HS - CW</b>	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	18	0.9
<b>Twin Valley HS - CW</b>	A 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 14	1	0.1

**Program Position #23***Operator: School District***PROGRAM SEGMENTS**

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
<b>Twin Valley HS - KM</b>	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	15	1

**Program Position #24***Operator: School District***PROGRAM SEGMENTS**

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
<b>Twin Valley HS - MF</b>	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	17 to 17	1	0.1
<b>Twin Valley HS - MF</b>	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	9	0.9

**Program Position #25***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Twin Valley HS - NM	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	16	0.9
Twin Valley HS - NM	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	19 to 19	1	0.1

**Program Position #26***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Twin Valley HS - KE	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 20	32	0.8
<b>Justification: Due to students banking their High School Diploma, there are several students above the age range; however, this does not mean that they are serviced in the same setting as younger students.</b>							
Twin Valley HS - KE	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 17	3	0.1
Twin Valley HS - KE	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	16 to 17	2	0.1

**Program Position #27***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Twin Valley HS - SH	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	15	1

**Program Position #28***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Twin Valley School District - TT</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	36	1

**Justification: Itinerant Speech Students are serviced individually and in the elementary building where grades span from K-4.**

**Program Position #29***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Twin Valley School District - MC</b>	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 18	15	1

**Justification: Speech Therapist services students in grades 5-12.**

**Program Position #30***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Twin Valley School District - AN</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	31	1

**Justification: Itinerant Speech Therapist sees students across elementary schools that service students in grades K-4.**

**Program Position #31***Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Twin Valley School District - DC</b>	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	8 to 15	4	1

**Justification: Itinerant Vision Teacher Services students across the district through the Berks County Intermediate Unit**

**Program Position #32***Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
<b>Twin Valley School District - MM</b>	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	6 to 8	3	0.33
<b>Twin Valley School District - MM</b>	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	11 to 13	3	0.33
<b>Twin Valley School District - MM</b>	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	16 to 18	3	0.34

**Special Education Support Services**

Support Service	Location	Teacher FTE
<b>School Psychologist</b>	HBEC and HS	1
<b>School Psychologist</b>	TVEC and MS	1
<b>School Psychologist</b>	REC and MS	1
<b>Paraprofessional</b>	HS	0.86
<b>Paraprofessional</b>	TVHS	1
<b>Paraprofessional</b>	TVHS	0.86
<b>Paraprofessional</b>	TVHS	0.86
<b>Paraprofessional</b>	TVHS	0.46
<b>Paraprofessional</b>	TVHS	0.43
<b>Paraprofessional</b>	TVMS	0.86
<b>Paraprofessional</b>	TVEC	0.86
<b>Paraprofessional</b>	TVEC	0.86

Paraprofessional	REC	0.86
Paraprofessional	HBEC	0.86
Paraprofessional	TVEC	0.86
Paraprofessional	TVEC	0.86
Paraprofessional	REC	0.86
Paraprofessional	REC	0.86
Paraprofessional	HBEC	0.86
Paraprofessional	REC	0.86
Paraprofessional	TVEC	0.86
Paraprofessional	TVEC	0.86
Special Education Supervisor	Central Office	1
Student Services Director	Central Office	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Hearing Impaired Support	Intermediate Unit	3.5 Hours
Vision Support	Intermediate Unit	2.5 Hours
Orientation and Mobility Training	Intermediate Unit	3 Hours
Occupational Therapy	Outside Contractor	81.25 Hours
Physical Therapy	Outside Contractor	11 Hours

# Needs Assessment

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## 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:

Professional Development was brought up as a need for intensive planning across the buildings especially in the area of the effective use of technology. Positive Behavior Support was identified as a need and the district has set goals to improve in that area through the Behavior Support Initiative and Behavior RTII framework. Data measurement is a challenge particularly using the data we do have more effectively and accessing it more readily. Safety and Emergency protocol is always present and needs constant attention to keep current.

## District Accomplishments

### Accomplishment #1:

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Responsive classroom (Elementary) and Restorative Practices (Middle and Secondary)-Teachers trained in these programs have had positive effects on school climate and culture. Training for staff will continue with in-house trainers to keep the integrity of the systems within the buildings. These programs have the capacity to create an impact on the whole school through changing the way that students and staff respond to each other.

### Accomplishment #2:

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Technology Improvements-Integration of technology hardware resources has steadily improved in the past few years with the incorporation of Thin Clients, tablets and Promethean Boards. Through the progressive planning of the administrative and technology teams, as well as the fundraising efforts of parent groups, the computer resources in the hands of the students and teachers has greatly improved. Intranet bandwidth and wireless access points will have to keep pace with these improvements in order for students and teachers to use these resources seamlessly.

### Accomplishment #3:

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K-8 Literacy Framework-A district designed framework that is aligned with the Common Core State Standards has been implemented. Training for implementation and unit design occurred throughout the 2013-14 school year. For the 2014-15 school year a writing framework designed by Lucy Calkins was rolled out to all teachers K-8 through summer workshops and in-service trainings. The writing

framework will be implemented starting in the 2014-15 school year. The writing rubrics included with this framework will be used by all language arts teachers and is being adapted to be used for Special Education progress monitoring.

#### **Accomplishment #4:**

Special Education Supports and Services-The district includes a majority of students with special education needs within the regular classroom with the necessary supports and services. Special Education teachers co-teach in the regular classroom for part of the day in addition to working with small groups on targeted interventions. Training on differentiated instruction to help with accommodation and modification of curriculum will need to continue in the years to come.

## **District Concerns**

#### **Concern #1:**

Data Measurement and Analysis-The district needs to commit to a system for data measurement and analysis that teachers can easily access. Training is needed for teachers on how to use the system and how to analyze data and use it to target instruction. More professional development for principals is needed in the Performance Tracker system. A data dashboard will be piloted that puts reading assessment data quickly at the fingertips of the teachers and administrators.

#### **Concern #2:**

Positive Behavior Support-The district began a Behavior Support Initiative in 2014-15 with the addition of Behavior Support teachers in each of the elementary buildings and the middle school. This initiative will need to be rolled out to all staff, defined, and monitored to be successful and consistent across the buildings. The Assistant Superintendent, Special Education Supervisor, Coordinator of Teaching and Learning, Principals and Behavior Support Teachers will meet on a monthly basis to develop the Behavior RTII and the role of the Behavior Support teachers within the Behavior RTII tiers.

#### **Concern #3:**

Professional Development-Planning for Professional Development in instructional technology was brought to the forefront through a teacher survey and principal feedback. There has been an increase in access to hardware and software and more instruction on best practice and the capability of the resources is needed. Principals will be using some experts from amongst the staff to do some turn-around training. Planning for professional development will come from the building level comprehensive planning and district level comprehensive planning.

#### **Concern #4:**

Safety and Emergency Protocol-The district participated in countywide All Hazards Planning. The entire staff will be trained on the Standard Response Protocol and the Run, Hide and Fight technique by principals and district administrators. Students and staff will practice the drills according to the protocol. Building level plans will be updated to be in compliance with the protocol.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*System #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:**

Data Measurement and Analysis-The district needs to commit to a system for data measurement and analysis that teachers can easily access. Training is needed for teachers on how to use the system and how to analyze data and use it to target instruction. More professional development for principals is needed in the Performance Tracker system. A data dashboard will be piloted that puts reading assessment data quickly at the fingertips of the teachers and administrators.

**Systemic Challenge #2** (*System #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Aligned Concerns:**

Professional Development-Planning for Professional Development in instructional technology was brought to the forefront through a teacher survey and principal feedback. There has been an increase in access to hardware and software and more instruction on best practice and the capability of the resources is needed. Principals will be using some experts from amongst the staff to do some turn-around training. Planning for professional development will come from the building level comprehensive planning and district level comprehensive planning.

**Systemic Challenge #3** (*System #11*) Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

**Aligned Concerns:**

Professional Development-Planning for Professional Development in instructional technology was brought to the forefront through a teacher survey and principal feedback. There has been an increase in access to hardware and software and more instruction on best practice and the capability of the resources is needed. Principals will be using some experts from amongst the staff to do some turn-around training. Planning for professional development will come from the building level comprehensive planning and district level comprehensive planning.

**Systemic Challenge #4** (*System #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Aligned Concerns:**

Positive Behavior Support-The district began a Behavior Support Initiative in 2014-15 with the addition of Behavior Support teachers in each of the elementary buildings and the middle school. This initiative will need to be rolled out to all staff, defined, and monitored to be successful and consistent across the buildings. The Assistant Superintendent, Special Education Supervisor, Coordinator of Teaching and Learning, Principals and Behavior Support Teachers will meet on a monthly basis to develop the Behavior RTII and the role of the Behavior Support teachers within the Behavior RTII tiers.

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Safety and Emergency Protocol-The district participated in countywide All Hazards Planning. The entire staff will be trained on the Standard Response Protocol and the Run, Hide and Fight technique by principals and district administrators. Students and staff will practice the drills according to the protocol. Building level plans will be updated to be in compliance with the protocol.

# District Level Plan

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## 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: Annual

Data Source: Appropriate and efficient use of the Performance Pathways data system by teachers and administrators.

Specific Targets: The district will train staff to utilize a data measurement system to analyze student achievement data and provide appropriate adjustments to instruction.

### 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](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

**SAS Alignment:** Assessment, Instruction

### Implementation Steps:

*Data Measurement System*

#### Description:

Import updated student data into Performance Pathways. Train teachers to access the data efficiently. Use data to drive instruction.

**Start Date:** 9/24/2014    **End Date:** 6/30/2015

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:** None selected

**Goal #2:** Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Related Challenges:**

- Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Professional development schedule that incorporates identified needs of staff.

Specific Targets: Completed professional development schedule that is aligned with identified staff needs.

**Strategies:**

*Professional Development Schedule*

**Description:**

The district will develop a professional development schedule based on staff needs.

**SAS Alignment:** None selected

**Implementation Steps:**

*Professional Development*

**Description:**

A professional development schedule will be developed based on staff needs.

**Start Date:** 9/24/2014    **End Date:** 6/30/2015

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Professional Development Schedule

**Goal #3:** Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Completed new principal goals and sources of evidence according to Danielson rubrics.

Specific Targets: Sources of evidences, schedules, agendas, data to support principal's goals.

**Strategies:***Instructional (Distributed) Leadership Capacity Building*

**Description:** Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: [http://www.learningpt.org/pdfs/leadership\\_turnaround\\_schools.pdf](http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf) , and <http://www.pakeys.org/docs/SL%20PP%201.pdf> )

**SAS Alignment:** Safe and Supportive Schools

**Implementation Steps:***Principal's Induction***Description:**

Principal orientation and induction plan for mentoring new principals will be created in alignment with Act 82.

**Start Date:** 9/24/2014    **End Date:** 6/30/2015

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

**Goal #4:** Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Behavioral RTII data and interventions

Specific Targets: Development of Behavior RTII, agendas from monthly Behavior Support team meetings, student behavior data.

**Strategies:**

*Positive Behavior Support*

**Description:** “Positive behavior support strives to use a system to understand what maintains an individual’s challenging behavior...It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring...Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child’s ability to participate in community and school activities.” (Source: [http://en.wikipedia.org/wiki/Positive\\_behavior\\_support](http://en.wikipedia.org/wiki/Positive_behavior_support) ) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx> ) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: [http://www.pbis.org/school/high\\_school\\_pbis.aspx](http://www.pbis.org/school/high_school_pbis.aspx) )

**SAS Alignment:** Safe and Supportive Schools

*Standard Based Response Protocol*

**Description:**

Staff and students will be trained in the Standard Based Response Protocol.

**SAS Alignment:** None selected

### ***Implementation Steps:***

#### ***Behavior Support***

##### **Description:**

The Twin Valley School District has a current Positive Behavior Support policy in compliance with Chapter 14 regulations for special education. All Students with behavior needs have a positive behavior support plan as part of his/her IEP. Twin Valley School District believes that behavior support programs shall be based on positive, rather than negative, behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques, have been attempted. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. Additionally, the Twin Valley School District provides access to school and community based counseling for students identified with specific needs and the district continues to child guidance and SAP services at all educational levels.

2014-2015: As part of a continuing emphasis on positive behavior support across all settings within the district, Twin Valley has outlined several areas in which faculty, staff, and the community will be receiving relevant and informative training. Twin Valley will partner with the BCIU and local support groups to provide Social Skills and Functional training for teachers and parents of students on the Autism Spectrum. Students on the Autism Spectrum have specific behavioral needs and the desire for professional development both in the school setting, and for parents and the community, is high. Therefore, our initial focus during the next school year in regards to behavior support will be to provide training and professional development focused specifically on students on the Autism Spectrum.

2015-2016: Moving forward, an emphasis and training for faculty and staff will be provided on De-Escalation Techniques both in the regular and special education settings. While the district already utilizes strategies for de-escalation through positive behavior support plans, there is still a need for regular training and review of the most up-to-date practices in behavior management. Therefore, the district will partner with PaTTAN, the Local Intermediate Unit, and Community Organizations to develop training for faculty and staff, as well as parents and the community, in de-escalation techniques. As part of this process, the Twin Valley School District will also engage in training in Behavior Planning and Classroom

Interventions. The reason for the aforementioned training in Behavior Planning and Classroom Interventions is to not only provide the tools for teachers to help de-escalate a student, but to then also provide the foundation for modeling appropriate behavior in the classroom setting through proper planning and implementation.

2016-2017: Twin Valley will develop a training module for regular and special education teachers regarding data collection on Behavior Support needs and student resiliency. There is a need for regular review of data, and the district intends to develop a process by which teachers are trained to collect and report behavior data for regular review by school-based teams. Additionally, the District will continue to provide training in the Safety Care Model (SCM) of behavior training, as offered by the BCIU.

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

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

**Supported Strategies:** None selected

### *Safety and Security*

**Description:**

Train and drill in the Standard Response Protocol.

**Start Date:** 8/19/2014    **End Date:** 12/22/2014

**Program Area(s):** Professional Education

**Supported Strategies:** None selected

## **Honey Brook Elementary School Accomplishments**

**Accomplishment #1:**

PVAAS data shows HBEC students who fall in the basic range in PSSA Reading and Math are meeting or exceeding the PA standard for academic growth.

**Accomplishment #2:**

All HBEC 4<sup>th</sup> grade students exceeded the PA standard for academic growth in PSSA Science. HBEC 4<sup>th</sup> grade scores are well above state and district averages for all anchors in PSSA Science.

**Accomplishment #3:**

HBEC students were above the district and state averages for all anchors in grade 4 PSSA Math.

**Accomplishment #4:**

Grade 3 and 4 PSSA Reading percentages of advanced students is above the district and state averages.

**Accomplishment #5:**

Teachers utilize current resources that are available to enhance learning. The HBEC librarian is knowledgeable of 21<sup>st</sup> Century skills and has integrated them into the library curriculum.

## Honey Brook Elementary School Concerns

**Concern #1:**

Proficient and advanced students are not meeting the standard for PA academic growth in PSSA math.

**Concern #2:**

PSSA scores have been flat in reading and there was a slight decrease in math achievement scores over the past 3 years.

**Concern #3:**

There is a lack of technology hardware, software and support. More time is needed for professional development and coaching. We need a strategic plan for technology integration.

**Concern #4:**

Historically underperforming groups showed disparity in PSSA Math, Reading and Science performance scores.

## Honey Brook Elementary Action Plan

**Goal #1:**

**Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.**

*Area of Focus: Needs Based Budget in Reading* Aligns with concern #2

Step 1: Inventory current Reading materials for library, special education, Title I, and regular education classrooms.

Step 2: Generate lists of needed materials and resources to meet student and curricular needs based on building data and IEPs.

Step 3: Generate lists of needed materials and resources in the library to meet curricular needs.

Step 4: Principal will prioritize needs.

Step 5: Principal will allocate funds based on needs.

*Area of Focus: Needs Based Budget in Math* Aligns with concern #1

Step 1: Inventory current math materials in regular education classrooms.

Step 2: Generate list of needed materials and resources to meet student and curricular needs based on building data and IEPs. Pay particular attention to fact fluency.

Step 3: Principal will prioritize needs.

Step 4: Principal will allocate funds based on needs.

**Goal #2:**

**Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.**

*Area of Focus: Reading Achievement in Subgroups* Aligns with concern #4

Step 1: Principal and teachers will revisit and identify best instructional practices for reading. Best practices in reading will also be identified for special area teachers. Professional development will be offered on identified best practices.

Step 2: Principal will prepare a walk through document that includes expectations for best practices in reading. Peer observation will be included as part of this process.

Step 3: Principal will collect data regarding implementation of best practices utilizing the walk through form. Principal will share data monthly.

Step 4: Periodic supports will be offered to individuals or small groups in order to achieve consistent implementation.

Step 5: Teachers and principal will meet to analyze data following administration of DRA assessments.

Step 6: Students in subgroups will be identified and further analyzed.

*Area of Focus: Increasing Math Achievement Aligns with concern #1*

Step 1: Principal and teachers will revisit and identify best instructional practices for math. Professional development will be offered on the identified best practices.

Step 2: Principal will prepare a walk through document that includes expectations for best practices for math and distribute to teachers. This form will be used to document consistent implementation of identified practices across the building.

Step 3: Principal will collect data regarding implementation of best practices utilizing the walk through form. Principal will share data monthly.

Step 4: Periodic supports will be offered to individuals or small groups in order to achieve consistent implementation.

**Goal #3:**

**Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.** Aligns with concern #2

*Area of Focus: Development of Grade Level Units of Study Aligned to the Common Core*

Step 1: Teachers work collaboratively with district administration to develop grade level units of study.

**Goal #4:**

**Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.** Aligns to concern #2

*Area of Focus: Student Data Warehousing*

Step 1: Acquisition of an updated and comprehensive student data warehousing system.

Step 2: Professional development on appropriate utilization and implementation of student data to improve instructional outcomes.

## **Robeson Elementary School Accomplishments**

**Accomplishment #1:**

Third and fourth grade PSSA scores exceeded the state average in all areas.

**Accomplishment #2:**

Achievement scores in all PSSA subjects in third and fourth grade indicated positive growth.

**Accomplishment #3:**

Our historically underperforming subgroups are meeting or exceeding PVAAS growth projections in third and fourth grade PSSA reading and fourth grade PSSA science.

**Accomplishment #4:**

Third and fourth grade PVAAS projections for historically underperforming subgroups indicate that the core program is meeting the needs of students in all subjects.

**Accomplishment #5:**

Life and Career Skills and Environmental Literacy are being accomplished within our curriculum and/or instructional practices.

## Robeson Elementary School Concerns

**Concern #1:**

Disparities exist between the scores of historically underperforming groups and overall PSSA scores.

**Concern #2:**

A disparity exists between third and fourth grade PSSA reading scores.

**Concern #3:**

There has been a lack of PVAAS growth identified within the fourth grade advanced scores in PSSA math and PSSA reading.

**Concern #4:**

There is a need to increase access to technological tools, professional development, resources, and technical support. We are in need of efficient data and assessment tools that provide accessibility, historical student information, and have predictive value.

## Robeson Elementary Action Plan

**Goal #1:**

**Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.** Aligns with concern #4

*Area of Focus: Creation of Needs Assessment and Professional Development Calendar*

Step 1: Create a needs assessment and professional development calendar.

**Goal #2:**

**Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.**

Aligns with concern #4

*Area of Focus: Identify a Data Warehouse System and Develop Data Analysis Procedures*

Step 1: Obtain a district-wide data warehouse system and provide professional development focused on its use.

**Goal #3:**

**Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.**

Aligns with concerns #1, #2, #3

*Area of Focus: Develop Instructional Practices to Deliver Common Core Standards*

Step 1: Develop a professional calendar to include time for professional development for the Standards Aligned System.

Step 2: Develop the professional development calendar to include time for building and district grade level PLCs to utilize these resources.

**Goal #4**

**Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.** Aligns with concern #4

*Area of Focus: Utilizing Effective Technology to Increase Student Achievement*

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Step 1: Design effective professional development for teachers in the integration of technology into instruction as necessary to support student learning.

Step 2: Teachers' application of technology must align to local and/or state curriculum standards.

Step 3: Technology must be incorporated into the daily learning schedule (whole class, small group, and individual instruction).

Step 4: Utilize programs and applications which provide individualized feedback to students and teachers and have the ability to tailor lessons to individual student needs.

Step 5: Utilize student collaboration in the use of technology.

Step 6: Utilize applications which include project-based learning and real-world simulations.

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Step 7: Teachers, Administrators and community/parents model effective technology integration.

## **Twin Valley Elementary School Accomplishments**

### **Accomplishment #1:**

TVEC's combined third and fourth grade PSSA scores are above the state average for students achieving proficient and advanced scores.

### **Accomplishment #2:**

The growth measures for mathematics and science indicate fourth grade students at TVEC demonstrated significant evidence that they exceeded the standard for PA academic growth.

### **Accomplishment #3:**

Information, media, and technology skills are an area of strength due to the integration of library media resources and grade level curriculum.

### **Accomplishment #4:**

Over a decade of Responsive Classroom training, implementation, and practices has resulted in improvements in school climate.

### **Accomplishment #5:**

Cross-curricular collaboration in the related arts provides experiences to promote creativity and innovation.

## **Twin Valley Elementary School Concerns**

### **Concern #1:**

Third grade PSSA Mathematics performance is in need of improvement.

### **Concern #2:**

When looking at the historically underperforming subgroups, the percentage of students predicted to be proficient at the next grade level is lower than the overall population in all subjects.

### **Concern #3:**

In order for teachers and students to optimize information, media, and technology skills, further development needs to occur in the areas of technological infrastructure, professional development, and resources.

**Concern #4:**

Fourth grade students in the advanced bracket did not meet the standard for PA Academic Growth on PSSA.

## Twin Valley Elementary Action Plans

**Goal #1:**

**Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.** Aligns with concerns #2, #4

*Area of Focus: Development of Grade Level Units of Study Aligned to the Common Core*

Step 1: Teachers work collaboratively with district administration to develop grade level units of study.

**Goal #2:**

**Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.** Aligns with concerns #1, #2, #4

*Area of Focus: School Resources, Material, and Equipment*

Step 1: Identify individual student needs and the necessary instructional materials required for students to achieve learning outcomes. This includes materials that are aligned to the Common Core.

**Goal #3:**

**Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.** Aligns with concern # 3

*Area of Focus: Student Data Warehousing*

Step 1: Acquire an updated and comprehensive student data warehousing system.

Step 2: Design professional development on appropriate utilization and implementation of student data to improve instructional outcomes.

## Twin Valley Middle School Accomplishments

**Accomplishment #1:**

TVMS students are above the state average for achievement and growth on PSSA reading, math, science, and writing.

**Accomplishment #2:**

The school accommodates IEP students in an inclusive environment.

**Accomplishment #3:**

The teachers and principals push forward with new technologies within budgetary constraints.

**Accomplishment #4:**

The Raider Pride student advisory program is in its 4th successful year of implementation.

**Accomplishment #5:**

A behavior support teacher and sensory room for 5/6 grade has been successfully implemented over the past 3 years.

**Accomplishment #6:**

A new Literacy Framework has been created that aligns with Common Core standards.

## **Twin Valley Middle School Concerns**

**Concern #1:**

5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> grade advanced students did not meet the standard for PA academic growth on the reading PSSA.

**Concern #2:**

The district and building need a plan to integrate students with behavioral issues into our current programming.

**Concern #3:**

We need more instruction on integrating technology into the classrooms. We need better access to newer technologies and open access to network for portable devices.

**Concern #4:**

A system of common assessments for all curricular areas needs further development.

**Concern #5:**

Performance on the 5th Grade Writing PSSA is in need of improvement.

## **Twin Valley Middle School Action Plans**

**Goal #1:**

**Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.** Aligns with concern #1

*Area of Focus: Differentiated Instruction*

Step 1: Provide resources for all teachers in differentiated instruction for both struggling learners and advanced learners.

Step 2: Provide training time for all teachers in differentiated instruction for both struggling learners and advanced learners.

Evidence: In-service schedule that included initial training, collaboration time, implementation and reflection with adjustments. Acquisition and adaptation of appropriate differentiated math and reading materials.

**Goal #2:**

**Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.**

Aligns with concern #3

*Area of Focus: Professional Development in Instructional Technology*

Step 1: Needs assessment for technology supported instruction.

Step 2: Identify staff with strengths in technology implementation.

Step 3: Devise a professional development plan.

Evidence: Opportunities for professional development, peer observation, implementation and reflection of implementation.

**Goal #3:**

**Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.** Aligns with concern #5

*Area of Focus: Language Arts Writing Curriculum*

Step 1: Identify areas of need with the curriculum framework.

Step 2: Provide training on best practices in writing.

Step 3: Monitor implementation of best practices.

Evidence: Completed literacy units incorporating best practices in writing.

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**Goal #4**

**Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.** Aligns with concern # 4

*Area of Focus: Student Learning Objectives*

Step 1: Professional development on Student Learning Objectives during summer of 2014.

Step 2: Administrative review of Student Learning Objectives by October 1, 2014.

Step 3: Administration of Student Learning Objectives assessments.

Step 4: Evaluation and reflection of student performance with administrator.

Evidence: Completed SLOs by each teacher and recorded student data in 82-1 forms.

**Goal #5**

**Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.** Aligns with concern # 2

*Area of Focus: Continuum of Behavior Support Services*

Step 1: Create a behavior support position at the 7/8 grade level through staff realignment.

Step 2: Provide ongoing professional development for the behavior support teacher and classroom teachers.

Evidence: Behavior support teacher providing support for students and teachers.

## **Twin Valley High School Accomplishments**

### **Accomplishment #1:**

Achievement on the Literature Keystone Exam is in the top 1/3 in Berks County.

### **Accomplishment #2:**

PVAAS data indicates that students in all three tested subject areas consistently make at least a year's worth of growth.

### **Accomplishment #3:**

Students at TVHS are effectively taught the 21st Century skills of oral and written communication and ICT Literacy (Information, Communication, and Technology Literacy).

**Accomplishment #4:**

TVHS effectively addresses the 21st century themes of Civic Literacy and Health Literacy.

**Accomplishment #5:**

Teachers at TVHS have effective strategies for assessing the content of students' technology-supported work.

**Accomplishment #6:**

TVHS effectively encourages and/or requires teachers to use technology to manage student assessment data.

## Twin Valley High School Concerns

**Concern #1:**

Students who take the Algebra I Keystone Exam in 9th grade show low levels of proficiency.

**Concern #2:**

Improvement is needed in professional development in the area of technology instructional practices and data management.

**Concern #3:**

TVHS needs to provide more professional development that prepares teachers to authentically embed the development of 21st century skills into lessons.

## Twin Valley High School Action Plans

**Goal#1:**

**Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.** Aligns with concerns #1, #2, #3.

*Area of Focus-Algebra Keystone Proficiency*

Step 1: Use CDT to identify areas of weakness for students in Algebra 1.

Step 2: Develop instructional strategies for supporting student growth in areas of weakness in Algebra 1.

**Goal#2:**

**Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.**

Aligns with concerns #1, #3.

*Area of Focus: Performance Tracker Training*

Step 1: Provide effective professional development on the use of Performance Tracker.

*Area of Focus: Classroom Diagnostic Tool (CDT)*

Step 1: Students in applicable content areas will take the PDE provided Classroom Diagnostic Tool.

*Area of Focus: Creation of a Data Team*

Step 1: Teachers and departments will analyze the data and use it to inform instruction.

Step 2: A data team will be created that includes faculty across content areas. The data team will meet four times in the first semester to establish the direction of data integration in the high school.

**Goal #3:**

**Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.** Aligns with concern #2.

*Area of Focus: Creation of Professional Development Calendar*

Step 1: A calendar of PD offerings will be created in collaboration with the assistant superintendent, the principal, and the department chairs. Teacher experts will be utilized to offer professional development in the areas of instructional technology, data integration/data driven instruction, differentiated instruction, teaching in a block, and co-teaching.

*Area of Focus: Creation of Induction Plan*

Step 1: Administration, in conjunction with teacher leaders/department heads, will develop a building level induction plan for new teachers. The plan will center on professional development in the areas of teaching in a block schedule, co-teaching, differentiating instruction, classroom management, and procedural information.

Step 2: Administration will also seek out ways of including teacher-mentors in the induction process. Ideas include making mentoring a "duty", part of a differentiated supervision plan, part of professional development time, etc.

# Appendix: Professional Development Implementation Step Details

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**LEA Goals Addressed:** #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.

Start	End	Title	Description	Type	App.	
9/24/2014	6/30/2015	Data Measurement System	Import updated student data into Performance Pathways. Train teachers to access the data efficiently. Use data to drive instruction.	School Entity	Yes	
		<b>Person Responsible</b> Assistant Superintendent	<b>SH</b> 8.0	<b>S</b> 2	<b>EP</b> 5	<b>Provider</b> TVSD

**Knowledge** Accessing reports from Performance Pathways, analyzing data to inform instruction.

**Supportive Research** Data drives instruction

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

<b>Training Format</b>	Series of Workshops Live Webinar Professional Learning Communities Offsite Conferences		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Asst Supts / CEO / Ex Dir New Staff	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Participant survey Review of written reports summarizing instructional activity

Analysis of student work, with administrator and/or peers  
 Creating lessons to meet varied student learning styles

**LEA Goals Addressed:** #1 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity. **Strategy #1: Professional Development Schedule**

Start	End	Title			Description	Type	App.
9/24/2014	6/30/2015	Professional Development			A professional development schedule will be developed based on staff needs.	School Entity	Yes
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	
		Assistant Superintendent	30.0	10	250	TVSD	

**Knowledge** PDE initiatives, literacy, standards based alignment

**Supportive Research** Literacy, Writing, Technology, Curriculum, Standards Based Alignment

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

Empowers educators to work effectively with parents and community partners.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

**Training Format**

LEA Whole Group Presentation  
 Series of Workshops  
 School Whole Group Presentation  
 Department Focused Presentation  
 Professional Learning Communities  
 Offsite Conferences

**Participant Roles**

Classroom teachers  
 Principals / Asst. Principals  
 Supt / Asst Supts / CEO /  
 Ex Dir  
 School counselors  
 Paraprofessional

**Grade Levels**

Elementary - Primary (preK - grade 1)  
 Elementary - Intermediate (grades 2-5)  
 Middle (grades 6-8)  
 High (grades 9-12)

**Follow-up Activities**

Team development and

**Evaluation Methods**

Classroom observation focusing on

sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  
 Analysis of student work, with administrator and/or peers  
 Creating lessons to meet varied student learning styles

factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  
 Participant survey

**LEA Goals Addressed:** #1 Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Start	End	Title			Description	Person Responsible	SH	S	EP	Provider	Type	App.
9/24/2014	6/30/2015	Principal's Induction			Principal orientation and induction plan for mentoring new principals will be created in alignment with Act 82.	Assistant Superintendent	2.0	10	2	TVSD	School Entity	No

**Knowledge** Effective transition planning and strategies for success for new principals.

**Supportive Research** Induction, mentoring, orientation

**Designed to Accomplish**  
 For classroom teachers, school counselors and education Enhances the educator's content knowledge in the area of the educator's certification or assignment.

specialists:

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.  
Empowers educators to work effectively with parents and community partners.

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

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

Professional Learning Communities

**Training Format**

	Principals / Asst. Principals Supt / Asst Supts / CEO /		Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
<b>Participant Roles</b>	Ex Dir	<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion	<b>Evaluation Methods</b>	Participant survey Review of written reports summarizing instructional activity Portfolio

**LEA Goals Addressed:** #1 Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Start	End	Title	Description
7/1/2014	6/30/2017	Behavior Support	<p>The Twin Valley School District has a current Positive Behavior Support policy in compliance with Chapter 14 regulations for special education. All Students with behavior needs have a positive behavior support plan as part of his/her IEP. Twin Valley School District believes that behavior support programs shall be based on positive, rather than negative, behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques, have been attempted. Behavior support programs and plans shall be based on a functional assessment of Behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. Additionally, the Twin Valley School District provides access to school and community based counseling for students identified with specific needs and the district continues to provide child guidance and SAP services at all educational levels.</p> <p>2014-2015: As part of a continuing emphasis on positive behavior support across all settings within the district, Twin Valley has outlined several areas in which faculty, staff, and the community will be receiving relevant and informative training. Twin Valley will partner with the BCIU and local support groups to provide Social Skills and Functional training for teachers and parents of Students on the Autism Spectrum. Students on the Autism Spectrum have specific behavioral needs and</p>

the desire for professional development both in the school setting, and for parents and the community, is high. Therefore, our initial focus during the next school year in regards to behavior support will be to provide training and professional development focused specifically on students on the Autism Spectrum.

2015-2016: Moving forward, an emphasis and training for faculty and staff will be provided on De-Escalation Techniques both in the regular and special education settings. While the district already utilizes strategies for de-escalation through positive behavior support plans, there is still a need for regular training and review of the most up-to-date practices in behavior management. Therefore, the district will partner with PaTTAN, the Local Intermediate Unit, and Community Organizations to develop training for faculty and staff, as well as parents and the community, in de-escalation techniques. As part of this process, the Twin Valley School District will also engage in training in Behavior Planning and Classroom Interventions. The reason for the aforementioned training in Behavior Planning and Classroom Interventions is to not only provide the tools for teachers to help de-escalate a student, but to then also provide the foundation for modeling appropriate behavior in the classroom setting through proper planning and implementation.

2016-2017: Twin Valley will develop a training module for regular and special education teachers regarding data collection on Behavior Support needs and student resiliency. There is a need for regular review of data, and the district intends to develop a process by which teachers are trained to collect and report behavior data for regular review by school-based teams. Additionally, the District will continue to provide training in the Safety Care Model (SCM) of behavior training, as offered by the BCIU.

<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Special Education Supervisor, Building Principals, Assistant	2.0	12	25	Twin Valley School District, BCIU, PATTAN	School Entity	No

Superintendent,  
Student Services  
Director

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**Knowledge** This is an optional narrative for Special Education.

**Supportive Research** This is an optional narrative for Special Education.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists: Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles: Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.

**Training Format** Series of Workshops  
School Whole Group Presentation  
Department Focused Presentation

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<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	School counselors		Middle (grades 6-8)
	Paraprofessional		High (grades 9-12)
	Classified Personnel		
	New Staff		
	Other educational specialists		
	Related Service Personnel		

Parents

**Follow-up Activities** Peer-to-peer lesson discussion  
Journaling and reflecting

**Evaluation Methods** Participant survey

**LEA Goals Addressed:** #1 Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Start	End	Title			Description			Type	App.
8/19/2014	12/22/2014	Safety and Security			Train and drill in the Standard Response Protocol.			School Entity	No
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>			
		Superintendent	1.0	2	300	TVSD			

**Knowledge** Safety procedures according to the All Hazards Plan

**Supportive Research** Training in safety protocol, emergency preparedness

**Designed to Accomplish**  
For classroom teachers, school counselors and education specialists: Empowers educators to work effectively with parents and community partners.

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

Instructs the leader in managing resources for effective results.

<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Asst Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel New Staff	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Journaling and reflecting	<b>Evaluation Methods</b>	Review of written reports summarizing instructional activity

# District Level Affirmations

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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 to meet or exceed the Pennsylvania academic standards in each of the core subject areas.

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Chief School Administrator*

# Special Education Affirmations

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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.

**Affirmed by Thomas Legel on 4/25/2014**

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*Board President*

**Affirmed by Robert Pleis on 4/22/2014**

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*Chief School Administrator*