

Avella Area SD

District Level Plan

07/01/2016 - 06/30/2019

District Profile

Demographics

1000 Avella Rd
Avella, PA 15312
(724)356-2218
Superintendent: Cyril Walther
Director of Special Education: Matthew Erickson

Planning Process

The Avella Area School District has elicited the assistance of administrators, teachers, support staff, community members and parents to develop the district level plan. The school board selected parents and community members to represent the planning team. Formal board approval was obtained. Meetings took place throughout the school year and focus meetings were done in September and October before public review of the plan. Administrators invited participants to a meeting to explain what the comprehensive plan means to the district, reviewed timelines and provided data to the participants to help them make informed decisions along the process. The superintendent was responsible for the overall planning of the document. The building principals were responsible for inviting participants and gathering data relative to his/her individual buildings. Communication to the staff and community was provided via the district website, email and letter home to parents.

Mission Statement

The Avella Area School District, in collaboration with students, parents and the community is committed to developing 21st century learning and thinking skills through a rigorous, relevant, and comprehensive curriculum, while preparing students to be innovative, productive citizens in an interconnected world.

Vision Statement

The vision of the Avella Area School District is to provide each student with a well rounded educational program leading to college, career, vocational school and/or armed forces which will foster economic independence and social responsibility in the 21st century.

Shared Values

We believe that students have diverse needs

We believe that high expectations yield educational excellence

We believe that relevant, rigorous and diversified instruction is paramount to successful students

We believe that a skilled, committed, and caring staff is vital for success

We believe that students are the focus of educational planning

We believe that a rapidly changing world requires adaptability

Educational Community

The Avella Area School District is a rural public school district serving less than 600 students in grades K-12. Approximately 30 miles southwest of Pittsburgh, Pennsylvania, the school district's two schools are located on a beautiful rural campus that also facilitates a state certified day care and preschool. The district covers the Borough of West Middletown and Cross Creek Township, Hopewell Township and Independence Township in Washington County, Pennsylvania. The district is headquartered in the unincorporated Village of Avella. The district encompasses approximately 73 square miles. The Avella Area School District provides outstanding educational services to its pupils through the employment of 55 teachers, 32 full-time and part-time support personnel, and 4 administrators.

The Avella Area School District provides a quality education in a small class setting. The student-to-teacher ratio is very small, which allows for hands-on activities and extra attention. Teachers are close with the families and many times work outside the regular school day to accommodate activities and functions in the community and school.

Families in the Avella Area School District come from varied backgrounds, educationally and socioeconomically. The free and reduced lunch rate for our students is approximately 36%. A majority of our families live on farms and very rural areas. The spectrum ranges from small pre-fabricated homes to custom-built, million-dollar homes. Avella School District's community resources include the American Legion, Avella and West Middletown fire departments,, Meadowcroft Village, which is part of the Senator John Heinz History Center, the A. D. White Historical Society, the Avella Athletics Association, the Avella Community Association, the Cedar Grove Park, the Cross Creek County Park, the Avella Community Center, the McKeever Study, and the Avella Public Library.

Local industries include oil and gas, construction, agriculture, trucking, tourism, restaurants, and manufacturing.

Planning Committee

Name	Role
Lynn Akins	High School Teacher - Regular Education : Professional Education
Sarah Bogan	High School Teacher - Regular Education : Professional Education
Evy Breitigan	High School Teacher - Regular Education : Professional Education
Jim Cassidy	Board Member : Professional Education
Melinda Coates	Elementary School Teacher - Regular Education : Professional Education
Matthew Erickson	Special Education Director/Specialist : Professional Education Special Education
Sharon Hixenbaugh	Parent : Professional Education
Kristina Kocher	Elementary School Teacher - Regular Education : Professional Education
Tina Lengauer	Parent : Professional Education
Erika Minch	Elementary School Teacher - Regular Education : Professional Education Special Education
Alex Paris	Business Representative : Professional Education
Cheryl Rush	Parent : Professional Education Special Education
Tammi Sambol	Parent : Professional Education
Leigh Stets	Elementary School Teacher - Special Education : Professional Education Special Education
Lori Terensky	Business Representative : Professional Education
Cyril Walther	Administrator : Professional Education
Sheryl Wright-Brown	Administrator : Professional Education Special Education
Zach Zebrasky	Administrator : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Career Education and Work - Guidance counselors provided instructional opportunities to students at the primary level relating to Career Education and Work. A goal moving forward is to increase the frequency of instructional opportunities.

Civics and Government - Guidance counselor addressing career education and work opportunities for students at the primary level by meeting with each grade level and providing instruction. Our plan over the next three years is to increase the frequency of

instructional opportunities at each grade level.

Economics - Initial instruction relating to economics takes place at the primary level and is currently not revisited throughout the curriculum until the middle level.

Family and Consumer Sciences - Current project-based learning opportunities are present in the primary curriculum, however the alignment to elementary standards needs to be improved.

History - Standards alignment will be addressed at the Kindergarten level. Curriculum-based projects are present but need to be clearly aligned to the elementary standards.

Elementary Education-Intermediate Level

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

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

Career Education and Work - Guidance counselors provided instructional opportunities to students at the intermediate level relating to Career Education and Work. A goal moving forward is to increase the frequency of instructional opportunities.

Civics and Government - Guidance counselor addressing career education and work opportunities for students at the intermediate level by meeting with each grade level and providing instruction. Our plan over the next three years is to increase the frequency of instructional opportunities at each grade level.

Family and Consumer Sciences - Current project-based learning opportunities are present in the intermediate curriculum, however the alignment to elementary standards needs to be

improved.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Accomplished
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Needs Improvement
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Needs Improvement	Needs Improvement
Economics	Accomplished	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
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	Accomplished	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Developing

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

PA Core Standards: English Language Arts - English/Language Arts standards at the middle level have been successfully mapped, however, the alignment and implementation needs to be improved and realigned to the PA core standards to enhance instructional opportunities for students.

PA Core Standards for Mathematics - Alignment of the PA Core Standards for Mathematics have been initiated, however the written curriculum needs to be demonstrated through pedagogy and fidelity within classroom instruction.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing

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

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

PA Core Standards for Mathematics - Alignment of the PA Core Standards for Mathematics have been initiated, however the written curriculum needs to be demonstrated through pedagogy and fidelity within classroom instruction.

Science and Technology and Engineering Education - Curriculum mapping and alignment needs to be revised to improve the instructional practices within the Science and Technology and Engineering courses.

Adaptations

Elementary Education-Primary Level

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Elementary Education-Intermediate Level

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

Middle Level

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

- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

High School Level

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

Explanation for any standards checked:

The district is developing a comprehensive plan for common core assessments for all subject areas. It is also providing training in the common core and in curriculum writing in all subject areas K-12.

Teachers are using the SAS website to align curriculum to the common core and teachers at the high school level are reviewing the Keystone Exam assessments.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

During the 2014-15 school year, school-wide curriculum mapping and instructional revisions including predefined benchmark assessments were created through professional development opportunities.

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

None indicated as Needs Improvement or Non Existent.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

During the 2014-15 school year, school-wide curriculum mapping and instructional revisions including predefined benchmark assessments were created through professional development opportunities.

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

None indicated as Needs Improvement or Non Existent.

Middle Level

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

Processes used to ensure Accomplishment:

Revisions and redevelopment of the curriculum mapping and alignment is slated to take place during the 2015-16 academic year. Teachers will utilize the SAS portal to clearly identify and align the content being taught related to the PA Core.

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

As teachers redevelop and realign their content according to the PA Core, a differentiated approach to instruction and assessment will be initiated with the support of professional development opportunities. Students will demonstrate their mastery of content objectives through various project-based outcomes.

High School Level

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

Processes used to ensure Accomplishment:

Revisions and redevelopment of the curriculum mapping and alignment is slated to take place during the 2015-16 academic year. Teachers will utilize the SAS portal to clearly identify and align the content being taught related to the PA Core.

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

As teachers redevelop and realign their content according to the PA Core, a differentiated approach to instruction and assessment will be initiated with the support of professional development opportunities. Students will demonstrate their mastery of content objectives through various project-based outcomes.

Improvements focused on mathematics and technology education will be addressed through curriculum mapping and professional development.

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.

Special education teachers use IEPWriter software to complete IEP's, GIEP's, 504 Accommodation Plans, evaluation reports and supporting compliance documentation. Once they are written, meetings follow where regular education teachers are given adaptations, and accommodations for individual students. The district also has a Director of Special Education from Keystone Educational Consulting Group who reviews each IEP, NOREP/PWN and any other paperwork to make sure we are in compliance with deadlines. He also provides in-service training on accommodations and adaptations for the regular education teachers. The gifted teacher and the principals will be attending training on GIEP modifications and enrichment activities.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

- Administrators
- Department Supervisors

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

Numerous formal and informal evaluations are conducted each year. One informal and one formal observation is conducted annually for tenured teachers. Non-tenured teachers are formally evaluated twice each year. Lesson plans are reviewed by the building principal and department supervisors on a weekly basis.

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

All strategies are being implemented

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation

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

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

The Primary grades (K-2) have implemented an RTI model to meet the reading needs identified through DIBELS testing. A 30 minute period has been scheduled for at least three times a week to break the three classrooms into 5 smaller groups to work on particular skills identified as below benchmark. A gifted program is in place to provide enrichment to identified gifted students.

Elementary Education-Intermediate Level

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

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

Grade 3-6 utilize differentiated instruction to meet the different learning styles of individual students. The building principal and classroom teachers meet to develop instructional times to meet the needs of individual students.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Recruitment

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

All teachers within the Avella Area School District are placed according to their Pennsylvania Teaching Certifications. Through co-teaching initiatives and differentiated instruction and assessment, the diverse needs of students are addressed.

Assessments

Local Graduation Requirements

Course Completion	SY 16/17	SY 17/18	SY 18/19
Total Courses	34.00	34.00	34.00

English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.00	4.00	4.00
Electives	10.00	10.00	10.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education

program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

Local Assessments

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

Education						
History		X				
Science and Technology and Engineering Education		X				
World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Chapter and Unit Tests	X	X	X	X
PSSA Tests	X	X	X	
Keystones			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Study Island Benchmark Tests	X	X	X	
DIBELS Tests	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Classroom Discussions	X	X	X	X
Quizzes	X	X	X	X
Homework	X	X	X	X
Progress Monitoring	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
GMADE	X			
GRADE	X			
Classroom Diagnostic Tools (CDT)	X	X	X	X

Validation of Implemented Assessments

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

Building Supervisor Review	X	X	X	X
Department Supervisor Review	X	X	X	X
Professional Learning Community Review	X	X		
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

Assessments are reviewed at each level by district administrators and department supervisors. New initiatives for teacher peer review as well as learning community reviews have been developed and will be implemented during the 2015-16 academic year.

Development and Validation of Local Assessments

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

Locally administered assessments are used to make placement, programming and eligibility decisions for the RtII, and Instructional Support Team. Assessments developed by the district are based on the state level standards to ensure a connection between instruction and assessment. An assessment library is also available to teachers in the district to gather additional diagnostic assessment data.

Collection and Dissemination

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

Classroom Diagnostic Tests (CDT), GMADE, GRADE, Study Island and DIEBELS are used to identify areas of need. The administrative team analyzes this data with lead teachers to develop and implement a strategic plan of action to address academic concerns.

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.

Assessment data is used to identify students that are at-risk and in need of academic interventions. Interventions are developed by lead teachers and administrators to ensure that all strategies have been exhausted to ensure student success.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	ML	HS
Assessment results are reported out by PA	X	X	X	X

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

Provide brief explanation of the process for incorporating selected strategies.

The administrative team and lead teachers will review assessment results to identify areas within the curriculum so collaborative efforts can be made to identify and create instructional strategies that will increase mastery.

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

All levels have been selected and are being addressed.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

Avella School District uses several mediums to distribute information about assessments. The school messenger system is used to announce upcoming dates and times for assessments. In each school calendar there is a list of dates throughout the year and the

type of assessment given. Teachers review testing data and upcoming assessments with individual parents at parent/teacher conference day in November. Finally, all information related to testing is posted on the website.

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

The district plans to add assessment information into the student handbooks at both buildings. The calendar of dates and an explanation about the testing will be included. The district will continue to notify parents of assessments via email and the School Messenger system.

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.

The Avella Area School District uses CDT scores to prepare high school students for the PSSA and Keystone Exams. All subject areas K-12 will continue to undergo a curriculum revision over the next few years to align to the PA Core. The district also is developing curriculum that ensures clear alignment to the PA Core Standards.

Programs, Strategies and Actions

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

Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

The district plans to incorporate a peer tutoring program through the National Honor Society. Also, the district guidance team uses a peer mentoring approach to address social concerns and behaviors within the district.

Identifying and Programming for Gifted Students

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

The Avella Area School District provides activities to locate and identify all students within the district who are thought to be gifted and in need of specially designed instruction. Information about the gifted education services and programs and the manner by which to request services are found on the district website, student handbooks and the annual Child Find Notice disseminated through the District newsletter and in the local newspaper. A student who is thought to be gifted by be referred for screening and evaluation by a teacher, counselor or parent. Gifted students usually demonstrate an IQ of 130 or higher on nationally normed ability tests, above grade level achievement, observable measured rate of acquisition, retention of new academic content that is unusual for the grade level and early and measured use of high level thinking skills, academic creativity or technical expertise. Once a referral has been made to the counselor, information is gathered to suggest that the student is in need of gifted services. Next the student being referred for services will complete a Brief Intelligence Assessment and the primary teacher will complete Gifted Rating Scales to determine if a formal evaluation will be conducted. Based on the results of the preliminary assessments, the student referred will either be evaluated by the Gifted Multi-disciplinary Team (GMDT) or not move forward with formal evaluation. To continue with formal evaluation procedures, information includes standardized test scores, ability test scores, student grades, Curriculum-Based Assessments, Dibels, Chuska Scales and a teacher questionnaire will be collected and analyzed. The GMDT will prepare a written report that brings together the information and findings from the evaluation concerning the student's educational needs and strengths. If the GMDT recommends that the student is eligible for gifted support services (in accordance with the matrix of eligibility) the student will be given a GIEP. The GIEP team will develop an initial GIEP and arrive at a determination of educational placement. This may be continuation of regular education placement, acceleration and or enrichment.

The Gifted program promotes enrichment and reinforcement activities that enable students to participate in academic competitions and virtual classroom experiences. Students are challenged to expand their thinking and experiences inside and outside of the classroom.

Developmental Services

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

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

With permission from the parent, district representatives welcome outside agencies into the building to meet with students and communicate observed issues with individual students. Within the district, a number of teams including the Instructional Assistance Team (IAT), the RtII process, the Student Assistance Team (SAP), the OLWEUS Bullying Prevention program, the guidance department, and the special education department provide direct intervention for students.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the

community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

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

The elementary school meets annually with the two local day care centers after kindergarten registration to discuss specific concerns and appropriate groupings. Transition meetings are held annually for students entering kindergarten who have been previously in early intervention programs.

There is tutoring after school for 35 minutes each day on an as needed basis. During the 2015-16 school year, scheduled tutoring sessions will be implemented into the school day. The youth workforce development program is coordinated through guidance services on an as needed basis.

Tutoring is offered on an as needed basis by the National Honor Society.

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.

Annual transition meetings are held for students leaving early intervention programs and entering kindergarten. A multi-district child find notice is placed in the local newspaper. The elementary school holds an annual kindergarten orientation for students and parents to ensure a smooth transition from the home to school. Readiness activities are also provided to parents enrolling their children into the Kindergarten program.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
--	--------

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

Provide explanation for processes used to ensure Accomplishment.

The current reading and math series is aligned with the PA Core. Each classroom is supplied with all instructional materials before school starts. Reading materials are varied to meet the reading needs of each student.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The current reading and math series is aligned with the PA Core. Each classroom is supplied with all instructional materials before school starts. Reading materials are varied to meet the reading needs of each student.

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

This narrative is empty.

Middle Level

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

Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The Avella Area Jr/Sr High School is currently in the process of developing a PA Core aligned curriculum for all subject areas. Professional development programming will continue throughout the 2015-2016 school year. This systemic change will continue to evolve over the next two years to improve the effectiveness and efficiency of the curriculum.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The Avella Area Jr/Sr High School is currently in the process of developing a PA Core aligned curriculum for all subject areas. Professional development programming will continue throughout the 2015-2016 school year. This systemic change will continue to evolve over the next two years to improve the effectiveness and efficiency of the curriculum.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation

Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
Early Childhood Education: Infant-Toddler→Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

This narrative is empty.

Middle Level

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

Further explanation for columns selected "

This narrative is empty.

High School Level

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

Further explanation for columns selected "

This narrative is empty.

Professional Education

Characteristics

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

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

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

Teachers within the Avella Area School District are encouraged to continue their education through professional development activities and through certification programs.

Mentorship opportunities and collaboration between current administration and teachers is present through leadership roles as department leads and committee appointments. The district promotes life long learning through professional development opportunities in and outside of the district.

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

This narrative is empty.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
4/1/2013 Faculty and staff were directed to complete the Act 126 online training
The LEA plans to conduct the required training on approximately:
10/12/2015 Mandated Reporter Training provided by The Prevention Network

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA has conducted the training on:
10/15/2013 OLWEUS Training
The LEA plans to conduct the training on approximately:
10/12/2015 Suicide Awareness and Prevention Training provided by The Prevention Network

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

Questions
The LEA has conducted the training on:
1/26/2011 Child Exploitation Awareness Training
The LEA plans to conduct the training on approximately:
10/12/2015 Child Exploitation Awareness Training

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.

Prior to each academic year, administrators and lead faculty members determine what areas of focus must be addressed through professional development. The Avella Area School District takes a hands-on approach to professional development and encourage all faculty, staff, and parents when appropriate to attend. A parent training series is also developed based on survey results from the Avella Eagle Connection parent group.

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

This narrative is empty.

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.

The induction program at Avella Area School District will require frequent collaboration and communication between the mentor and mentee as well as department leaders and administrators. In addition to informal and formal observations, new faculty members will be encouraged to actively participate in professional development opportunities inside and outside of the district.

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

This narrative is empty.

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).
- 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.

New faculty members will be active participants in the evaluation process through meetings with administrators and mentors. Lesson plans, portfolios, and instructional models will also be part of the ongoing evaluation of their performance.

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

Due to the small number of hires each year, the Avella Area School District did not utilize a survey tool prior to this academic year. Moving forward, district administrators will conduct research to identify the appropriate survey tool.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

Mentors currently selected to work with new teachers are those who demonstrate a good work ethic and those who are involved in many activities in the school. The district makes every attempt to pair teachers with similar assignments and/or grade levels. Selected mentors demonstrate knowledge of district policies and procedures.

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

There is no formal mentor training set up for teachers who wish to become mentors. The district plans to research best practices in training mentors and to implement a similar program.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X	X	X	X	X	X
Assessments	X	X	X	X	X	X

Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X	X	X	X	X	X
Standards	X	X	X	X	X	X
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X	X	X	X	X	X
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The induction program at Avella Area School District will require frequent collaboration and communication between the mentor and mentee as well as department leaders and administrators. In addition to informal and formal observations, new faculty members will be encouraged to actively participate in professional development opportunities inside and outside of the district.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **117**

Identification Method

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

The Avella Area School District continues to use the discrepancy method in identifying students with SLD.

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>

The percentage of students with disabilities is significantly higher for Avella Area School District than the state (19.7% vs. 15.3%). In addition, students with emotional disturbance (10.1% vs. 8.8%) and students with speech and language impairment (29.1% vs. 16%) are also higher than the state average. Students with specific learning disabilities (41% vs. 45.4%) are significantly lower than the state average. All other categories of disabilities are under represented to the point of not being recognized. The Avella Area School District plans is to monitor this on a annual basis and continue to meet the needs of any students who require special education services.

Since our district is one of the smallest in Pennsylvania, one student can make the difference of us being on target or significantly higher than the state average. It is not a true representation or comparison of a state average.

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?

All students enrolled in the Avella Area School District are Avella Students and are part of our school community. They are welcomed, given a schedule, and provided the opportunity to attend school. If records from their previous home district indicate a need for special education the paperwork is gathered and a program is developed to address the individual needs of the student.

Placement decisions, for students with disabilities, are based on the needs of the student. With supplemental aids and services, the intent is always to keep students within the public school setting in the least restrictive environment.

The Avella Area School District is a small district. When special ed services are needed for

low incidence students, it does become difficult to educate those students within the programs currently provided. All attempts are made to keep the students in public education.

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 Avella Area School District does not house any institutions of incarceration. However, if the district becomes aware that a student with a disability has been incarcerated, the LEA contacts a representative of the correctional facility to expedite the process and necessary paper work to ensure an appropriate educational program is in place for that student. When the district receives Determination of District of Residence for Students in Facilities and Institutions (Form 4605) the district verifies the family's residency and signs and returns the form. This form is the impetus for contact with the institution and communication about student needs and educational programming.

Least Restrictive Environment

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

The Avella Area School District uses Response to Instruction & Intervention (RtII) at the elementary level and sees great success in not identifying students until all options have been exhausted. Additional prereferral strategies that promote collaboration among faculty members working with a student that is experiencing academic and/or functional difficulties are implemented to exhaust interventions prior to referring a child to the multidisciplinary team.

To meet the needs of a small group of students, a supplemental learning support program

was started focusing on real life and functional skills, as well as increasing academic skills. The Olweus Bully Prevention Program is also being utilized throughout the district and is supporting our students with disabilities, along with our general education population. General education teachers as well as special education teachers have the opportunity to utilize various co-teaching models during instruction. Classroom Diagnostic Tests (CDT), which are aligned to the Standards Aligned System (SAS), assist educators collecting data and identifying needs in grades 3-6 in order to make data-based decisions. Inclusive practices are used throughout all grades for all students with disabilities, where students' needs are greater there is an option, along the continuum of services, to provide for resource room instruction. Avella School District has a partnership with Intermediate Unit 1, PaTTAN, local agencies, Keystone Educational Consulting Group, and other districts provide for training, consultation, and technical assistance in all initiatives.

Students requiring more intensive supports attend The Watson Institute or The Educational Campus at Laboratory through the Washington Intermediate Unit #1. Emotional Support-Itinerant, Supplemental support provided in both buildings with maximum opportunities for inclusion in general education as determined by the student's IEP Team. Students requiring more intensive supports attend Transformation Learning or The Educational Campus at Clark through the Washington Intermediate Unit #1. Autistic Support-Itinerant, Supplemental and Full time supports provided in both buildings with maximum opportunities for inclusion in general education as determined by the student's IEP Team. Students requiring more intensive supports attend The Watson Institute, The Educational Campus at Laboratory, or Washington Park Elementary through the Washington intermediate Unit #1. Currently no students requiring Physical Support; however, the Avella Area School District would provide supports in both buildings with maximum opportunities for inclusion in general education as determined by the student's IEP Team. Students requiring more intensive supports would attend an APS as determined by the IEP Team. Multiple disability support-currently would be provided by The Watson Institute or The Educational Campus at Laboratory as these students needs require more extensive supports as determined by their IEP teams. Hearing Support-Itinerant supports currently in both buildings with maximum opportunities for inclusion in general education as determined by the student's IEP Team. Services would be contracted for Hearing through the Washington Intermediate Unit #1 include a Therapist, Audiologist, and AT Consultation. Vision Support-Itinerant, Supplemental supports in both buildings with maximum opportunities for inclusion in general education as determined by the student's IEP. Services for TVI, O/M, and AT consultant are contracted through the Washington Intermediate Unit #1.

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 Avella Area School District policy on behavioral supports focuses on creating learning environments that prepare students to be successful citizens. The policy is aligned to School Wide Positive Behavior Supports and stresses positive, rather than negative measures to form the basis of behavior support programs in the buildings. Behavior supports are research-based and maintain skills that will enhance an individual student's opportunity and self-fulfillment. Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities and /or actions injurious to themselves or other are disciplined in accordance with their Individual Education Program, Positive Behavior Support Plan and Board Policy.

During the 2014-2015 academic year, the faculty at Avella Area School District began a 3-5 year training initiative focused on School Wide Positive Behavior Supports. This whole-school approach to discipline including systemic and individualized strategies for achieving social and learning outcomes and preventing problem behaviors for all students will be a key focus in the professional development initiatives moving forward. The initial training challenged faculty members to complete an Effective Behavior Support (EBS) Survey assessing and planning behavior supports in schools. This training promoted discussion and data collection regarding school-wide, nonclassroom, classroom, and individual student systems. Training for de-escalation techniques using Crisis Prevention Institute (CPI) strategies was provided for faculty members who were due to be recertified with a rotation being provided throughout the next five years to provide renewals and introductory training opportunities.

Revised Board Policy - Revised May 20, 2015

113.1. DISCIPLINE OF STUDENTS WITH DISABILITIES	
1. Purpose Title 22 Sec. 14.133 Pol. 113, 113.2	The district shall develop and implement positive Behavior Support Plans and programs for students with disabilities who require specific interventions to address behaviors that interfere with learning.
Title 22 Sec. 14.133, 14.143 34 CFR Sec. 300.530 Pol. 218, 233	Students with disabilities who violate the Code of Student Conduct, or engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others, which would typically result in corrective action or discipline of students without disabilities, shall be disciplined in accordance with state and federal laws and regulations and Board policy and, if applicable, their Individualized

	Education Program (IEP) and Behavior Support Plan.
<p>2. Definitions</p> <p>Pol. 113</p> <p>Title 22</p> <p>Sec. 12.6</p> <p>Pol. 233</p> <p>Title 22</p> <p>Sec. 12.6</p> <p>Pol. 233</p> <p>20 U.S.C.</p> <p>Sec. 1415(k)</p> <p>34 CFR</p> <p>Sec. 300.530(g)</p>	<p>Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services. Suspensions from school - disciplinary exclusions from school for a period of one (1) to ten (10) consecutive school days</p> <p>Expulsions from school - disciplinary exclusions from school by the Board for a period exceeding ten (10) consecutive school days and may include permanent exclusion from school.</p> <p>Interim alternative educational settings - removal of a student with a disability from his/her current placement. Interim alternative educational settings may be used by school personnel for up to forty-five (45) school days for certain infractions committed by students with disabilities. The IEP team shall determine the interim alternative educational setting; however, this does not constitute a change in placement for a student with a disability.</p>
<p>3. Authority</p> <p>Title 22</p> <p>Sec. 14.143</p> <p>20 U.S.C.</p> <p>Sec. 1415(k)</p> <p>34 CFR</p> <p>Sec. 300.530</p>	<p>The Board directs that the district shall comply with provisions and procedural safeguards of the Individuals With Disabilities Education Act (IDEA) and federal and state regulations when disciplining students with disabilities for violations of Board policy or district rules or regulations. No student with a disability shall be subjected to a disciplinary change in placement if the student's particular misconduct is a manifestation of his/her disability. However, under certain circumstances a student with a disability</p>

	<p>may be placed in an interim alternative educational setting by school personnel or the IEP team could, if appropriate, change the student's educational placement to one which is more restrictive than the placement where the misconduct occurred.</p>
<p>Title 22 Sec. 12.6, 14.143 20 U.S.C. Sec. 1412 (a) 34 CFR Sec. 300.530 (b), (d)</p>	<p>Provision Of Education During Disciplinary Exclusions During any period of expulsion, or suspension from school for more than ten cumulative days in a year, or placement in an interim alternative educational setting for disciplinary reasons, a student with a disability shall continue to receive a free and appropriate education, in accordance with law.</p>
<p>4. Guidelines Title 22 Sec. 12.6, 14.143 20 U.S.C. Sec. 1415 (k) 34 CFR Sec. 300.536</p>	<p>Suspension From School A student with a disability may be suspended for ten (10) consecutive and fifteen (15) cumulative days of school per school year, for the same reasons and duration as a student without a disability. Such suspension shall not constitute a change in the student's educational placement.</p>
<p>Title 22 Sec. 14.143 34 CFR Sec. 300.530</p>	<p>Changes In Educational Placement/Manifestation Determinations For disciplinary exclusions which constitute a change in educational placement, the district shall first determine whether the student's behavior is a manifestation of his/her disability. Expulsion, or exclusion from school for more than fifteen (15) cumulative days in a year, or patterns of suspensions for substantially identical behaviors constitute changes in educational placements requiring a manifestation determination. For students with</p>

	intellectual disability, any disciplinary suspension or expulsion is a change in educational placement.
Title 22 Sec. 14.143 34 CFR Sec. 300.530 (c) Pol. 218, 233	A student with a disability whose behavior is not a manifestation of his/her disability may be disciplined in accordance with Board policy, district rules and regulations in the same manner and to the same extent as students without disabilities.
20 U.S.C. Sec. 1415 (k) 34 CFR Sec. 300.532	<p><u>Parent/Guardian Appeals From Disciplinary Actions/Request For Hearing By District For Students Who Are A Danger To Themselves Or Others</u></p> <p>A due process hearing may be requested by a parent/guardian of a student with a disability who disagrees with a disciplinary placement or manifestation determination, or by the district if the district believes that the current placement is substantially likely to result in injury to the student or others. On parent/guardian appeal, or when the district requests a due process hearing, the hearing officer may return the student to the placement from which s/he was removed or order his/her removal to an appropriate interim alternative educational setting for up to forty-five (45) school days if the hearing officer determines that maintaining the child's current placement is substantially likely to result in an injury to the student or others.</p>
20 U.S.C. Sec. 1415 (k) 34 CFR Sec. 300.533	Placement during appeals of disciplinary actions shall be in the interim alternative educational setting pending the decision of the hearing officer or expiration of the time period set for the disciplinary exclusion from the student's regular placement unless the district and the

	parent/guardian agree otherwise.
20 U.S.C. Sec. 1415 (k) 34 CFR Sec. 300.534	<p><u>Students Not Identified As Disabled/Pending Evaluation</u></p> <p>Students who have not been identified as disabled may be subject to the same disciplinary measures applied to students without disabilities if the district did not have knowledge of the disability. If a request for evaluation is made during the period the student is subject to disciplinary measures, the evaluation shall be expedited.</p>
20 U.S.C. Sec. 1415(k) 34 CFR Sec. 300.530(g) 20 U.S.C. Sec. 1415(k) 21 U.S.C. Sec. 812(c) 34 CFR Sec. 300.530(i) Pol. 227	<p><u>Administrative Removal To Interim Alternative Educational Setting For Certain Infractions</u></p> <p>School personnel may remove a student with a disability, including intellectual disability, to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability if the student:</p> <ol style="list-style-type: none"> 1. Carries a weapon to or possesses a weapon at school, on school property, or at school functions under the jurisdiction of the district. For purposes of this provision, weapon is defined as a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and one-half (2 Y2) inches in length.
18 U.S.C, Sec. 930 20 U.S.C. Sec. 1415(k) 34 CFR Sec. 300.530(i) Pol. 218.1	<ol style="list-style-type: none"> 2. Knowingly possesses or uses illegal drugs, as defined by law, or sells or solicits the sale of a controlled substance, as defined by law, while at school, on school property, or at school functions under the jurisdiction of the district.

<p>18 U.S.C. Sec. 1365(h)(3) 20 U.S.C. Sec. 1415(k) 34 CFR Sec. 300.5300</p>	<p>3. Has inflicted serious bodily injury upon another person while at school, on school property, or at school functions under the jurisdiction of the district. For purposes of this provision, serious bodily injury means bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or mental faculty.</p>
<p>SC 1303-A Title 22 Sec. 10.2 35 P.S. Sec. 780-102</p>	<p><u>Referral To Law Enforcement And Reporting Requirements</u> For reporting purposes, the term incident shall mean an instance involving an act of violence; the possession of a weapon; the possession, use, or sale of a controlled substance or drug paraphernalia as defined in the Pennsylvania Controlled Substance, Drug, Device and Cosmetic Act; the possession, use, or sale of alcohol or tobacco; or conduct that constitutes an offense listed under the Safe Schools Act.</p>
<p>SC1302.1-A Title 22 Sec. 10.2, 10.21, 10.22, 10.23, 10.25, 14.104, 14.133 20 U.S.C. Sec. 1415(k) 34 CFR Sec. 300.535 Pol. 103.1, 113, 113.2, 113.3, 218, 218.1, 218.2, 222, 227, 805.1</p>	<p>The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies, The Superintendent or designee shall respond to such incidents in accordance with the</p>

	<p>district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Behavior Support Plan.</p> <p>The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Behavior Support Plan.</p>
<p>Title 22 Sec. 10.23, 14.133 Pol. 113.2, 113.3</p>	<p>For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.</p>
<p>Title 22 Sec. 10.2, 10.21, 10.22, 10.23, 20 U.S.C. Sec. 1415(k)(6) 34 CFR Sec. 300.535 Pol. 113.4, 216, 805.1</p>	<p>When reporting an incident committed by a student with a disability to the appropriate authorities, the district shall provide the information required by state and federal laws and regulations and shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by these authorities. The district shall transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.</p>
<p>SC 1303-A Pol. 805.1</p>	<p>In accordance with state law, the Superintendent shall annually, by July 31, report to the Office for Safe Schools on the required form all new incidents committed by students with disabilities, including students for whom an evaluation is pending, which occurred on school property, at any school-sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity</p>

	<p>References:</p> <p>School Code — 24 P.S. Sec. 510, 1302.1-A, 1303-A</p> <p>PA Controlled Substance, Drug, Device and Cosmetic Act — 35 P.S. Sec. 780-102</p> <p>State Board of Education Regulations — 22 PA Code Sec. 10.2, 10.21, 10.22, 10.23, 10.25, 12.6, 14.104, 14.133, 14.143</p> <p>Crimes Code, Possession of Firearms and Dangerous Weapons — 18 U.S.C. Sec. 930</p> <p>Crimes Code, Definition, Serious Bodily Injury— 18 U.S.C. Sec. 1365(1)(3)</p> <p>Individuals With Disabilities Education Act — 20 U.S.C. Sec. 1400 et seq. Controlled Substances Act — 21 U.S.C. Sec. 812</p> <p>Individuals With Disabilities Education Act, Title 34, Code of Federal Regulations — 34 CFR Part 300</p> <p>Board Policy — 103.1, 113, 113.2, 113.3, 113.4, 216, 218, 218.1, 2181, 222, 227, 233, 805.1</p>
113.2. BEHAVIOR SUPPORT	
<p>1. Purpose</p> <p>Title 22</p> <p>Sec. 14.133, 14.145</p> <p>20 U.S.C.</p> <p>Sec. 1414(d)</p> <p>34 CFR</p> <p>Sec. 300.114, 300.324 (a)</p>	<p>Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations.</p>
2. Authority	The Board directs that the district's

<p>Title 22 Sec. 14.133, 20 U.S.C. Sec. 1414(d) Sec. 1415(k) 34 CFR Sec. 300.34(c), 300.324 (a) 300.530 (d), (f) Pol. 113, 113.1, 113.3</p>	<p>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. 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.</p>
<p>3. Definitions Title 22 Sec. 14.133 Pol. 113</p>	<p>The following terms shall have these meanings, unless the context clearly indicates otherwise.</p> <p>Aversive techniques - deliberate activities designed to establish a negative association with a specific behavior.</p> <p>Behavior support - development, change and maintenance of selected behaviors through the systematic application of behavior change techniques.</p> <p>Behavior Support Plan or Behavior Intervention Plan - plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.</p> <p>Positive techniques - methods that utilize positive</p>

	<p>reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.</p> <p>Restraints</p> <p>- application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:</p> <ol style="list-style-type: none"> 1. Briefly holding a student, without force, to calm or comfort him/her, 2. Guiding a student to an appropriate activity. 3. Holding a student's hand to escort him/her safely from one area to another 4. Hand-over-hand assistance with feeding or task completion 5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP. 6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices. <p>Seclusion</p> <p>- confinement of a student in a room, with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.</p> <p>Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services</p>
4. Delegation of Responsibility	The Superintendent or designee shall

<p>Title 22 Sec. 14.133</p> <p>Title 122 Sec. 14.133</p>	<p>ensure that this Board policy is implemented in accordance with federal and state laws and regulations. The Superintendent or designee shall develop administrative regulations to implement this policy.</p> <p>The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in accordance with students' IEPs and Board policy. The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools.</p>
<p>5. Guidelines</p> <p>Title 122 Sec. 14.133 34 CFR Sec. 300.324(a)</p>	<p>Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP. When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.</p>
<p>Title 122 Sec. 14.133</p>	<p><u>Physical Restraints</u></p> <p>Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the</p>

<p>Title 122 Sec. 14.133</p>	<p>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 TEP 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</p>
<p>Title 122 Sec. 14.133</p>	<p>him/herself or others or promote normative body positioning and physical functioning. <u>Seclusion</u></p>
<p>Title 122 Sec. 14.133</p>	<p>The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative.</p>
	<p>The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.</p>
	<p><u>Aversive Techniques</u></p>
	<p>The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:</p>
	<ol style="list-style-type: none"> 1. Corporal punishment 2. Punishment for a manifestation of a student's disability 3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit. 4. Noxious substances.
	<ol style="list-style-type: none"> 5. Deprivation of basic human rights, such as withholding meals, water or fresh air. 6. Suspensions constituting a pattern as defined in state regulations. 7. Treatment of a demeaning nature. 8. Electric shock.

	<p>9. Methods implemented by untrained personnel.</p> <p>10. Prone restraints, which are restraints by which a student is held face down on the floor.</p>
<p>SC1302.1-A Title 22 Sec. 10.2, 10.21, 10.22, 10.23, 10.25, 14.104, 14.133, 20 U.S.C. Sec. 1415(k) 34 CFR Sec. 300.535 Pol. 103.1, 113, 113.1, 218, 218.1, 218.2, 222, 227, 805.1</p>	<p><u>Referral To Law Enforcement</u></p> <p>The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school-, sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Behavior Support Plan.</p>
<p>Title 22 Sec. 10.23 14.133 Pol.113.3</p>	<p>Subsequent to notification to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral.</p>
<p>Title 122 Sec. 14.133</p>	<p>If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional</p>

	behavioral assessment and Behavior Support Plan.
Title 122 Sec. 10.23 14.133	For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's TEP team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.
Title 22 Sec. 10.23 14.104 14.133 Pol.113, 805.1	<u>Relations With Law Enforcement</u> The district shall provide a copy of its administrative regulations and procedures for behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district.
Title 22 Sec. 10.23 14.104 14.133 Pol.113, 805.1	The district shall invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.
	References: School Code — 24 P.S. Sec. 1302.1-A, 1303-A State Board of Education Regulations — 22 PA Code Sec. 10.2, 10.21, 10.22, 10.23, 10.25, 14.104, 14.133, 14.143, 14.145 Individuals With Disabilities Education Act — 20 U.S.C. Sec. 1400 et seq. Individuals With Disabilities Education Act, Title 34, Code of Federal Regulations — 34

	<p>CFR Part 300</p> <p>Pennsylvania Training and Technical Assistance Network, Questions and Answers on the Restraint Reporting Requirements and System,</p> <p>June 2009 — www.pattan.net</p> <p>Board Policy— 000, 103.1, 113, 113.1, 113.3, 218, 218.1, 218.2, 222, 227, 805.1</p>

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.

All exceptional students enrolled at Avella Area School District are currently placed in programs that are appropriate to meet their individualized needs. As concerns arise, an IEP meeting is held to discuss further supports and services that might assist the student. As options are exhausted, re-evaluations are completed to collect all pertinent data and possibly look at a change of placement that will better meet the needs of the student. As all students are currently placed, there is currently no difficulty.

Successful programs have included the Western Area Career and Technology Center, Transitional Employment Consultants, The Watson Institute, The VoAg program at McGuffey School District, IU 1 Campus at Clark School as well as the IU 1 Campus at Laboratory School and Washington Park Elementary Center. The Pittsburgh School for the Deaf and School for the Blind have been utilized in the past, as well as The Children's Institute and Wesley Spectrum. Transformational Learning is a residential facility in the area where services have been provided. Currently, due to health concerns, one student is

participating in homebound instruction and will be returning to Avella Area School District soon. At this time, no students are receiving instruction conducted in the home. For credit recovery and to meet the changing needs of high school students, the Avella cyber school option is also utilized to allow the flexibility of education while meeting the diverse needs of our students. The groups of students in specific low incidence areas of disability are not great enough to warrant special programming. Students' needs are being met in the Learning Support and Life Skills Support environment. Should the need go beyond what Learning Support or Life Skills Support can provide, matter will be addressed at that time. The Life Skills program is designed to be more functional in nature and includes different disability categories. The increase in time in special education addresses the academic and functional needs of the students, so rather than choosing electives from the current school menu, the students are taught functional skills to help with the transition to adult life. This program will expand to meet the needs of the current students, as well as any new students who may be identifies in future years.

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.

Avella is a rural, close-knit community, therefore, one of Avella's strengths is the caring, family atmosphere that surrounds all activities within the district. Most people know each other and look out for the students as if they were their own. The teachers follow suit with this attitude and provide the best education they can. Often times that means going above and beyond the traditional school day or school obligations to provide experiences for the students. Exceptional students are known and included in any and all aspects of school life where they desire to be included. The parents have an open door to discussions with school personnel and are greeted with understanding and openness in addressing the parental concerns.

Inclusion is practiced at both the elementary and secondary buildings. The general education teachers are welcoming and adjust to accommodate the needs of the students with disabilities. Collaboration with various agencies and schools in the area provides further programming to address the student's needs. Overall, our staff works to provide our students with the best experience they can.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
IU 1 Campus at Clark	Other	Alternative Education	1
IU 1 Campus at Laboratory	Special Education Centers	Multiple disabilities; Intellectual disabilities	2
Transformation Learning	Other	Alternative Education	2
IU 1 Washington Park	Neighboring School Districts	Autistic Support/Life Skills	2
The Watson Institute	Approved Private Schools	Multiple Disabilities	1
St. Anthony School	Special Education Centers	Down Syndrome and other Intellectual Disabilities/Autism (Ages 5-21)	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 18, 2014

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Avella Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 12	16	0.25
Justification: .							
Avella Elementary Center	An Elementary School Building	A building in which General Education programs are	Itinerant	Speech and Language Support	5 to 7	16	0.25

		operated					
Avella Elementary Center	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 9	16	0.25
Avella Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	13 to 16	16	0.25

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 18, 2014

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Avella Elementary Center JC	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 6	12	0.25
Avella Elementary Center JC	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 8	13	0.25
Avella Elementary Center JC	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 6	5	0.25
Avella Elementary Center JC	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 8	5	0.25

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 18, 2014

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Avella Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	10	0.5
Avella Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	25	0.5

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 18, 2014

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Avella Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	25	0.5
Avella Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	10	0.5

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: July 18, 2014

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 17	10	0.5
Justification: Due to the needs of the students in this program and the small number of students in the program, parents have given their consent to going beyond the 4 year age range.							
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	12 to 17	5	0.25
Justification: Due to the needs of the students and the small number of students in the program parents have agreed to waive the age range requirements.							
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	14 to 17	3	0.25

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 18, 2014

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	5	0.25
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	13	0.25

Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	12	0.25
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	12 to 13	2	0.12
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	14 to 15	1	0.12

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 18, 2014

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	13	0.25
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	19 to 21	12	0.25
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	3	0.12
Avella Jr/Sr High	A Junior/Senior	A building in which	Supplemental (Less Than	Learning Support	19 to 21	2	0.12

	High School Building	General Education programs are operated	80% but More Than 20%)				
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	16 to 18	2	0.12
Avella Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	19 to 21	2	0.12

Program Position #8 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 21, 2014

Average square feet in regular classrooms: 700 sq. ft.

Square footage of this classroom: 288 sq. ft. (24 feet long x 12 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Avella Area Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	16 to 19	1	0.2

Special Education Support Services

Support Service	Location	Teacher FTE
Paraprofessionals	Elementary and Jr. Sr. High School	4.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Special Education Consultant	Outside Contractor	2 Days
Occupational Therapy and Physical Therapy	Outside Contractor	2 Days
Psychological Services	Outside Contractor	2 Days

Social Work Services	Intermediate Unit	1 Days
Vision Services	Intermediate Unit	20 Minutes

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

Now that the process of aligning the curriculum to PA Core standards has been initiated, the district has identified opportunities to incorporate the Standards Aligned System to differentiate instructional practices. Continued development and training is required to fully implement new practices.

The Avella Area School District administrative team has determined that a revised induction program is necessary to address the systemic challenges identified.

District Accomplishments

Accomplishment #1:

There is a district-wide K-12 Olweus Bully Prevention Program.

Accomplishment #2:

The junior/senior high school has increased the number of Advanced Placement courses available to students.

Accomplishment #3:

The district has its own cyber school for those students who find success in alternative educational learning environments.

Accomplishment #4:

The district has a full functioning website updated on a regular basis.

Accomplishment #5:

Teachers receive frequent training on curriculum development to implement and meet the PA Core standards.

Accomplishment #6:

Multimedia technology is available for faculty to implement into their instructional planning.

Accomplishment #7:

Technology available to students has increased with the implementation of a one to one initiative using Chrome Books and Project Lead the Way to utilize Apple products.

District Concerns**Concern #1:**

Professional development for teachers must continually be provided to ensure current best practices in order to improve instruction and student achievement

Concern #2:

The district is worried about declining enrollment due to educational alternatives and decreased funding.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

Professional development for teachers must continually be provided to ensure current best practices in order to improve instruction and student achievement

The district is worried about declining enrollment due to educational alternatives and decreased funding.

Systemic Challenge #2 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

Professional development for teachers must continually be provided to ensure current best practices in order to improve instruction and student achievement

The district is worried about declining enrollment due to educational alternatives and decreased funding.

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

Aligned Concerns:

Professional development for teachers must continually be provided to ensure current best practices in order to improve instruction and student achievement

The district is worried about declining enrollment due to educational alternatives and decreased funding.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: working curriculum accessible to the public via website

Specific Targets: increased test scores

Strategies:

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

SAS Alignment: Instruction

Implementation Steps:

Professional Development Team

Description:

A Professional Development Team will be created to address professional development concerns and evaluate existing data to determine the direction and scope of professional development trainings. An array of partnerships for this team will be included (Intermediate Unit 1, Keystone Educational Consulting Group, OnHand Schools, Reading Consultants, Mathematics Consultants).

Start Date: 9/17/2015 **End Date:** 6/11/2018

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

Supported Strategies:

- Substantial Professional Development

Appendix: Professional Development Implementation

Step Details

LEA Goals Addressed:	#1 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.	Strategy #1: Substantial Professional Development
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Start	End	Title	Description	Provider	Type	App.
9/17/2015	6/11/2018	Professional Development Team	A Professional Development Team will be created to address professional development concerns and evaluate existing data to determine the direction and scope of professional development trainings. An array of partnerships for this team will be included (Intermediate Unit 1, Keystone Educational Consulting Group, OnHand Schools, Reading Consultants, Mathematics Consultants).	Various	Various	Yes
		Person Responsible Mr. Cyril Walther, Superintendent		SH 6	S 18	EP 52

Knowledge

- Best practices
- Differentiated instruction and assessment
- Curriculum alignment
- Teacher induction

Supportive Research

- SAS
- PA Core
- Webbs DOK
- Danielson - Enhancing Professional Practice

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.

Series of Workshops
 School Whole Group Presentation
 Department Focused Presentation

<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>	<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities</p>	<p>Evaluation Methods</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity Portfolio</p>

Journaling and reflecting

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

Affirmed by Jeffrey Devenney on 4/30/2015

Board President

Affirmed by Cyril Walther on 4/30/2015

Superintendent/Chief Executive Officer