Western Beaver County SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

343 Ridgemont Dr
Midland, PA 15059
(724)643-9310
Superintendent: Robert Postupac
Director of Special Education: Ms. Elizabeth Altenhof

Planning Process

The District Level plan is to identify parents, community members, teachers, educational specialists, administrators, business and community leaders wo will be active participants in the process.

The comprehensive planning committee participated in monthly meetings beginning in August 2013. Work continued until the final recommendation of the comprehensive plan was presented to the board of education for action. The comprehensive planning committee reviewed and revised, as appropriate, the district mission statement, vision and belief statements.

Reports were made to the board of education during the planning process.

Mission Statement

The Western Beaver County School District is committed to providing all students with the necessary tools to challenge every learner to achieve his/her best every day..

Vision Statement

The Western Beaver County School District will serve as the keystone in developing service oriented citizens who take pride in a diverse community where rigor, high academic standards, and progressive learning experiences are valued.

Shared Values

1. We believe that all children can be academically successful

2. We believe in establishing a firm educational foundation for the students and our school district.

3. We believe in promoting student-centered schools where learning may take place in a safe environment

4. We believe in supporting our staff's continued professional development in their respective fields.

5. We believe in the collaborative efforts between the school district and the community.

Educational Community

The Western Beaver County School District was established in 1963 and receives students from the Boroughs of Ohioville, Industry, Midland and Glasgow. These boroughs are in a rural locality covering 34.5 square miles. Approximately 750 students are enrolled in our schools. There are two buildings in our district both designated as single floor structures. These buildings include Fairview Elementary, housing grades PK - 5, and Western Beaver Junior/Senior High School housing grades 6 - 12. In addition to having 58 full-time faculty members, our staff is comprised of a librarian, two reading specialists, gifted support, and 16 teacher aides.

Our PreK - 12 curriculum includes remedial interventions, transition, service learning, independent study options, advanced placement classes, inquiry based learning, inclusion based programs for both learning disabled and accelerated students, on-line learning, dual enrollment (college credit options), and strong core academic fundamentals.

The community is actively involved in our schools through a variety of programs. School based programs include PTO, Booster organizations, and a Community Task Force work cooperatively with the district to provide an educational program that includes a strong academic component as well as an equally strong community service learning component.

Planning Committee

Name	Role
David Brandon	Administrator : Professional Education Special Education
Ron Busby	Administrator : Professional Education Special Education
Ryan Matsook	Administrator : Special Education
Robert Postupac	Administrator : Professional Education
Martin Gimbus	Board Member : Professional Education
Hubert Kovalesky	Board Member : Professional Education
Ilene McLean	Board Member : Professional Education
John Metzler	Board Member : Professional Education
John Nadzam	Board Member : Professional Education
Joseph Porto	Board Member : Professional Education
Michael Vujaklya	Board Member : Professional Education
Patrick Morgan	Business Representative : Professional Education
Richard Turyan	Business Representative : Professional Education
Vohnee Gahles	Community Representative : Professional Education

Diane Morgan	Community Representative : Professional Education
Kelly Fortner	Ed Specialist - School Counselor : Professional Education
Brandy Bable	Elementary School Teacher - Regular Education : Professional Education Special Education
Brittany Waxler	Elementary School Teacher - Special Education : Professional Education Special Education
Gayle Marshall	High School Teacher - Special Education : Professional Education Special Education
Mark Mitchell	High School Teacher - Special Education : Professional Education Special Education
Julie Burns	Middle School Teacher - Special Education : Professional Education Special Education
Jaclyn Masco	Middle School Teacher - Special Education : Professional Education Special Education
Hope Barnes	Parent : Professional Education Special Education
Brittany Kadilak	Parent : Professional Education Special Education
Elizabeth Altenhof	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered
PA Core Standards: English Language Arts	Not answered	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered	Not answered
PA Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered
Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for Reading	Not answered	Not answered
American School Counselor Association for Students	Not answered	Not answered
Early Childhood Education: Infant-Toddler→Second Grade	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered

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

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered
PA Core Standards: English Language Arts	Not answered	Not answered
PA Core Standards: Literacy in History/Social Studies,	Not answered	Not answered

Science and Technical Subjects		
PA Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered
Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for Reading	Not answered	Not answered
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered

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

This narrative is empty.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered
PA Core Standards: English Language Arts	Not answered	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered	Not answered
PA Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered
Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for Reading	Not answered	Not answered
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered
World Language	Not answered	Not answered

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

This narrative is empty.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Not answered	Not answered
Career Education and Work	Not answered	Not answered
Civics and Government	Not answered	Not answered
PA Core Standards: English Language Arts	Not answered	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered	Not answered
PA Core Standards: Mathematics	Not answered	Not answered
Economics	Not answered	Not answered
Environment and Ecology	Not answered	Not answered
Family and Consumer Sciences	Not answered	Not answered
Geography	Not answered	Not answered
Health, Safety and Physical Education	Not answered	Not answered
History	Not answered	Not answered
Science and Technology and Engineering Education	Not answered	Not answered
Alternate Academic Content Standards for Math	Not answered	Not answered
Alternate Academic Content Standards for Reading	Not answered	Not answered
American School Counselor Association for Students	Not answered	Not answered
English Language Proficiency	Not answered	Not answered
Interpersonal Skills	Not answered	Not answered
School Climate	Not answered	Not answered
World Language	Not answered	Not answered

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

> *None.*

Unchecked answers

> *None.*

Elementary Education-Intermediate Level

Checked answers

> *None.*

Unchecked answers

　　None.

Middle Level

Checked answers

　　None.

Unchecked answers

　　None.

High School Level

Checked answers

　　None.

Unchecked answers

　　None.

Explanation for any standards checked:

This narrative is empty.

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.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Not answered

Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Modification and Accommodations

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

This narrative is empty.

Instruction

Instructional Strategies

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

Unchecked Answers
- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

This narrative is empty.

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

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

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

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

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

This narrative is empty.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

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.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

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.

This narrative is empty.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit			

(Numerical Answer)			

Graduation Requirement Specifics

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Unchecked answers

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

  I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

  II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

  III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

  IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
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						
World Language						

Methods and Measures

Summative Assessments

No methods or measures have been identified for Summative Assessments

Benchmark Assessments

No methods or measures have been identified for Benchmark Assessments

Formative Assessments

No methods or measures have been identified for Formative Assessments

Diagnostic Assessments

No methods or measures have been identified for Diagnostic Assessments

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

This narrative is empty.

Development and Validation of Local Assessments

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

This narrative is empty.

Collection and Dissemination

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

This narrative is empty.

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.

This narrative is empty.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA 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.				
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.				
Instructional practices modified or adapted to increase student mastery.				

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

Currently, we do not have any struggling schools in the district. We aim to demonstrate continued growth in student achievement by systemically using data to inform instruction at the classroom and individual student level.

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				
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:

Due to limited resources, and lack of state funding we are unable to fund a School Resource Officer. We have a strong relationship with our local Law Enforcement agencies.

Screening, Evaluating and Programming for Gifted Students

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

1. Western Beaver County School District uses multiple measures of screening for the identification of gifted students. Students are screened by our School Psychologist, who administers the WISC. Other criteria include a student scoring a year or more above grade achievement level for the normal age group in one or more subjects as measured by Nationally normed and validated achievement tests able to accurately reflect gifted performance. Demonstrate achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgement.
2. Western Beaver County School District's gifted program features pull-out enrichment instruction with a professional staff member. Additionally, the program provides differentiated enrichment work within the regular classroom with the classroom teacher. Teachers regularly plan and discuss each gifted student's IEP for the benefit of the student and the educational program.

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

Western Beaver County School District uses multiple measures of screening for the identification of gifted students. Students are screened by our School Psychologist, who administers the WISC. Other criteria include a student scoring a year or more above grade achievement level for the normal age group in one or more subjects as measured by Nationally normed and validated achievement tests able to accurately reflect gifted performance. Demonstrate achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgement.

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

Students are screened by our School Psychologist, who administers the WISC. Other criteria include a student scoring a year or more above grade achievement level for the normal age group in one or more subjects as measured by Nationally normed and validated achievement tests able to accurately reflect gifted performance. Demonstrate achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgement.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

Western Beaver County School District's gifted program features pull-out enrichment instruction with a professional staff member. Additionally, the program provides differentiated enrichment work within the regular classroom with the classroom teacher. Teachers regularly plan and discuss each gifted student's IEP for the benefit of the student and the educational program.

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				
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

n/a

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	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management			X	X
Community Liaison				
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	EEI	ML	HS
Course Planning Guides		X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
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	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website				
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.

Through inclusion classroom teachers, resource teachers, paraprofessionals, and other support personnel provide intervention to monitor progress, share ideas, and integrate strategies to support all students learning needs. Through formative and summative assessments we identify concepts that students may need additional assistance to master.

Students are assessed and this data is utilized to inform daily instruction. Teachers differentiate, tier, and scaffold their lessons to meet all student needs.

Community Coordination

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

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

We enjoy a positive relationship with local child care agencies and pre-school programs. Currently, the distirct operates a Pre-K Counts program and a K-4 program. We meet monthly with Headstart and other early childhood providers to coordinate transition to the district's kindergraten program. Western Beaver provides multiple opportunities for parents and children to come into the school to meet Kindergarten teachers, tour the building, conduct screenings, discuss transition with parents, and provide parents with support during transition.
We also coordinate tutoring and afterschool programs through our principals.

Preschool Agency Coordination

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

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

The district operates a Pre-K Counts program open to all eligible students who apply. The district also operates, at its own expense, a K-4 program for district students who are interested in pre-school early childhood education. Additionally, the district works closely with LifeSteps and the Beaver Valley Intermediate Unit to identify preschool children who are in need of early interevention programs.

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	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered

Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered

Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
Early Childhood Education: Infant-Toddler→Second Grade	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered

Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected "

This narrative is empty.

Early Warning System

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

Not answered

Professional Education

Characteristics

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

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students	X	X	X	X

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

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

Western Beaver County School District provides a mentor to support our teachers' use of data and provide them time for collaboration. Throughout the year, opportunities for data analysis and peer observation are provided allowing the teacher to gain knowledge and observe teaching skills regarding best practice. In addition the district provides each new teacher the opportunity to attend the Beaver Valley Intermediate Unit's New Teacher Workshop.
The District supports teachers pursuing degrees in higher education.

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:
8/19/2013
The LEA plans to conduct the required training on approximately:
8/21/2017

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 plans to conduct the training on approximately:
8/22/2016

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

Questions
The LEA plans to conduct the training on approximately:
8/22/2016

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

> *None.*

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

Western Beaver County School District's professional development opportunities are designed to improve student learning outcomes. Western Beaver has an active professional development committee for each teacher to participate in. The district participates in the Beaver Valley Intermediate Unit professional development survey which provides feedback that allows the district to focus professional development activities in the area identified as high need. We support teachers in the implementation of various initiatives that are part of our professional development program.

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

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

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

Our teachers complete a year-long local Induction Program, as well as participate in the Beaver Valley Intermediate Unit's New Teacher Induction Program.

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

n/a

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

Unchecked answers

- 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.

Western Beaver County School District's induction program ensures all new teachers have a mentor teacher with whom they meet on a regular basis. The mentor teacher provides frequent and prompt supervisor feedback, familiarity with student data management and a familiarity with standards-aligned and instructional practice. Mentors are selected based on their ability to provide necessary support to new teachers.

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

n/a

Mentor Characteristics

Checked answers

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.

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

Unchecked answers

> *None.*

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

Mentors are selected based on their experience, area of certification and a willingness to serve as a positive role model to our new teachers.

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

n/a

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Inductees create a portfolio, and keep a log. An evaluation of the Induction Program is completed at the end of the year.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.

- A designated administrator receives, evaluates and archives all mentor records.

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

- LEA administrator receives, tallies, and archives all LEA mentor records.

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

Unchecked answers
None.

Special Education

Special Education Students

Total students identified: **161**

Identification Method

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

Universal screening procedures and local and state assessment results are utilized to identify students who are not meeting grade-level expectations and benchmarks. Students in need of additional support; as evidenced by lower than expected classroom performance, grades, behavior, or other concerns, are referred by their classroom teachers. Vision and hearing are routinely screened as well. Teachers and paraprofessionals have trained annually on the thirteen disability categories in IDEA. They review the legal criteria for special education eligibility to identify student needs more accurately. Staff development that focuses on the stages of the special education evaluation model as well as "Child Find" requirements helps the staff in creating a more appropriate program.

When parents exercise their right to request an evaluation for special education the

district complies with all requests in a timely manner. After a written request is received from a parent the stages of identification that were noted above are executed. Data is used by the MDE team to complete an Evaluation Report (ER).

The Western Beaver County School District continues to utilize the discrepancy model to determine if a student has a learning disability and is in need of special education. Once parental permission is obtained, the school psychologist administers a measure of intellectual ability, and the school psychologist and/or other MDE team members administer curriculum-based assessments and/or academic achievement tests. Depending on the data collected, record review, and/or initial testing results, the student may also be administered other assessments such as, but not limited to: speech and language screenings/assessments, tests of visual-motor integration, behavior rating scales, transition rating forms, measures of cognitive ability/processing, or further assessment of academic skills, as needed. The school psychologist will review the student's educational records including medical records, progress in the general education curriculum, grades, results of universal screening data and/or classroom, local, or state assessment data. Input from parents and teachers will be gathered and reviewed. Any other data deemed necessary (such as independent evaluations or medical evaluations) will be requested and if received, reviewed as part of the assessment. The school psychologist will integrate the information into an evaluation report and the Multi-Disciplinary Team (MDT) will determine if the student has a specific learning disability and if the student is eligible for special education.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is:
https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx

According to 2016-2017 school year data, Western Beaver County School District has an overall special education rate of 18.3%. This falls within 10% of the state rate of 15.9%. Overall, there is not a significant disproportionality.

Percent of Special Education Enrollment by Disability:

Western Beaver has a rate of 9% students with Autism. This rate falls within 10% the state rate of 10.7%.
Western Beaver has a rate of 6.2% students with Emotional Disturbance. This rate falls within 10% of the state rate of 8.5%.
Western Beaver has a rate of 6.2% students with Intellectual Disability. This rate falls within 10% of the state rate of 6.5%.
Western Beaver has a rate of 17.4% students with Other Health Impairment. This rate falls within 10% of the state rate of 14.9%.

Western Beaver has a rate of 54.5% students with Specific Learning Disability. This rate is higher than 10% of the state rate of 41.8%, which is 12.7% higher than the threshold. The district will monitor the rate of students with SLD. The district will continue to include students with SLD in the LRE when appropriate using Supplementary Aides and Services.

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?

At this time, no facilities or institutions requiring these procedures are within our borders. If one was to move into our borders we would follow the following procedures. If a student was placed in the facility, we would communicate with home districts no later than within one business day. A PDE 4605 would be submitted to the school district of residence along with a request for educational records for enrollment. We would convene the IEP team to determine educational placement. The LRE would be considered first unless the needs of the students could not be met in the LRE. We would be responsible for FAPE, child find, reporting progress, appointing a surrogate, and communication with the school district of residence.

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 Western Beaver County School District has no facilities that serve incarcerated students within our boarders. If one were to move into the district we would follow the following procedures to ensure FAPE. Western Beaver County School District would provide FAPE to all eligible student residing in the district, including those students who may also be incarcerated. The district would maintain ongoing contact and work collaboratively with resident school districts. We would ensure the transferring of records. We would provide input and recommendations to develop an updated IEP. The IEP will be developed to ensure that the students educational needs are met.

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.

District Procedures

The Western Beaver County School District supports students with special needs in the general education setting by using differentiated instruction, co-taught classrooms, and the Response to Intervention model. These scientifically proven education models are successful due to the training and education of our teaching staff. Special education supports and personnel are provided by the district.

Many special education paraprofessionals work in our buildings. They support special education students and ensure that teachers can appropriately implement Specially Designed Instruction (SDI) in the LRE. Co-taught environments are used in science, social studies, and math. Special education teachers team with general education teachers in those settings.

Students with disabilities require intensive small group interventions in targeted areas. Pull-out classes that teach the general curriculum with skills-based supplemental materials are available in the areas of reading and math. Students who work in these special education classes are integrated back into the general education setting when skills improve. Progress monitoring data is used to determine skill development for students with special needs.

The district also strives to keep students in the LRE by reducing its out-of-district placements. The district has reduced its non-neighborhood school placements by developing a strong system of support in our district for students who have Emotional Disturbance. The district has partnered with Family Behavioral Resources (FBR) to provide outpatient therapy for a student in each of our buildings. Students and their families can work with FBR during school hours and during summer hours. Our school has also implemented an Emotional Support program in our junior/senior high school building. The ES room can be utilized by students who work in itinerate or supplemental emotional support. The ES program makes placement in our neighborhood school possible. A strong Life Skills Program is available in each of our two buildings. Students who attend the Life Skills classroom are taught alternative standards. They are presented with many Community Based Instruction (CBI) opportunities.

2. The Western Beaver County School District has participated in PDE sponsored initiatives to enhance and expand our continuum of supports/services. By partnering with PaTTAN and the BVIU, we have enhanced our ability to meet the needs of our students in the LRE.

SAP (Student Assistance Program)

The district has taken advantage of training opportunities that were held at Gateway Rehab and The Prevention Network. Each of the two district school buildings has SAP teams. The elementary SAP team is made up of six members. They meet once a month to discuss student needs. The junior/senior high school SAP team is made up of eight members. They meet weekly to discuss student needs.

Student needs are reviewed during the SAP process. SAP also works as a pre-referral process for special education, RENEW, and outpatient therapy.

RENEW (Rehabilitation for Empowerment, Natural Supports

RENEW is a program meant to support students who are at risk to drop out of school. The focus group is students who are in grades eight through twelve. A team of six professionals was trained during the 2015-2016 school year. Training took place at the Beaver Valley Intermediate Unit (IU27).

Each member of the RENEW team is also a member of the school's SAP team. During SAP meetings, the team assigns students to RENEW teachers when needed. A RENEW teacher has a period in their schedule dedicated to the program. They can have up to three students on their RENEW caseload at a time.

RENEW is a program that provides students who may be at risk of dropping out of school with a contact person in school. RENEW is meant to help teachers connect with students in a personal way. Teachers help students set goals for themselves. The work with the student and the student's team to put a plan in place to meet the student's goals.

QIESSP (Quality Indicators of Emotional Support Services and Programs)

Due to student need, our district implemented an emotional support program in our junior/senior high school. Guidance from the PaTTAN training group and the consultation and technical assistance team from IU27 was sought before and during the creation of the program. The QIESSP tool was used to measure the program.

During the 2016-2017 school year, the director of special education was trained to use the tool at the Pittsburgh PaTTAN site. A member of the IU27 TaC team reviewed the tool with the building principal and director during the same year.

During the 2017-2018 school year, the TaC representative met with the Emotional Support staff of Western Beaver High School. The QIESSP tool was again the focus of the discussion.

LETRS (Language Essentials for Teacher of Reading and Spelling)

The Language Essentials for Teacher of Reading and Spelling (LETRS) is a program

that was brought to our area by members of the IU27 TaC team. The Western Beaver County School District has participated in six LETRS modules this year.

One special education teacher and four general education teachers attended the six pieces of training. The group represents half of our K-3 staff. The other half of the staff will attend next year. The group found the training very useful. They have been applying many techniques to their teaching. The LETRS model is helping our teachers create more inclusive classrooms by providing them with scientifically based teaching techniques.

3. In 2013, our school district was placed in corrective action for exceeding the number of out-of-district placements that was permitted. At the time, our percentage of out-of-district placements were 9%. Our percentage is currently 4.9%. The percentage is the same as the state average according to 2016-2017 Penn Data. Of 161 total special education students served by the Western Beaver County School District, only 8 require out-of-district placements to meet their needs.

The private, approved private, and public schools that we partner with to meet the need of our students include The Bradley Center, Glade Run, New Horizon, McGuire Memorial, and The Western Pennsylvania School for the Deaf. These placements are prescribed by a student's IEP team after supports and services are tried in the neighborhood school.

Students who attend The Bradley Center or Glade Run are placed in full time emotional support programs. Our district offers many supports for students who have Emotional Disturbance (ED). School-based mental health through Family Behavioral Resources is based in each of our two school buildings. Functional Behavior Assessments and Positive Behavior Support programs are implemented for students who have behaviors that impede their learning. An in-house, emotional support program, is available to students. The program can range from itinerant to supplemental. The program is run by a full time emotional support teacher and a behavior therapist who is contracted from the Family Behavioral Resource company. The program offers instruction in social skills, de-escalation techniques, alternative behaviors, and calming techniques. It also offers educational support when needed in all subjects. The program offers as much or as little support needed by a student. It often bridges the gap between out-of-district services and in-house services.

Students who attend New Horizon School or McGuire Memorial are placed in full-time Life Skills Programs. Our school district offers a Life Skills program in each of our two buildings. The program ranges from itinerant to supplemental. Students who attend the Life Skills classroom also qualify for the PASA. Students are provided with many Community Based Instruction opportunities in our LS program. The program also uses many supplemental curricula. Edmark, Touch Math, Wilson Reading, and Fundamentals are a few examples of supplemental curricula used to meet the need of this population in our neighborhood school. Also, social skills are taught in both classrooms.

Students who attend the Western Pennsylvania School for the Deaf are placed in full time hearing support programs. Our school supports students in-house who have hearing

needs. We offer hearing support by partnering with the Beaver Valley Intermediate Unit. We supply FM systems and other needed equipment. We have staff trained when students with hearing needs are placed in their classrooms.

Supplementary Aids and Services · Transportation and community based instruction · Modified schedule · Job training/coaching · Modified assignments relating to transition goals · Scheduled consultation · Peer and adult tutors · Use of tape recorder · Read or tape record instructions to the student · Preferential seating · Large print text · Scheduled consultation · Scheduled collaboration among staff · Scheduled collaboration and consultation · Frequent reminder of rules and expectations · Scheduled counseling sessions · Character education direct instruction · Small group instruction LRE · Scheduled collaboration and consultation · Intensive short-term specially designed instruction designed to help keep the student(s) with non disabled peers · Small group/tiered instruction · Shortened assignments · Modified schedule · Preferential seating · Read aloud directions · Large print text · Extension of time · Modifications to the curriculum or classroom · Study aids · Frequent reminders · Open book exams · Provided notes

Behavior Support Services

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

1. When a student who has an IEP shows behaviors that impede his or her learning or the learning of others, a Functional Behavior Assessment (FBA) will be conducted. Before the FBA process can take place, parent consent must be gained. Data collected through the FBA process is used to create a Positive Behavior Support Plan (PBSP). PBSP's are reviewed by the student's IEP team. The plan will have specific goals and Specially Designed Instruction (SDI).

Our elementary school building uses a school-wide PBSP. The plan was developed by a team of general and special education teachers. Consistent rules are posted throughout the school. A positive system of rewards is used on a schoolwide level. One major part of the plan is a reward system. School employees can award students with yellow slips in time that they are caught being kind or helpful. Yellow tickets are turned into the main office. A drawing is done over the intercom on Fridays. Students are rewarded for their yellow slips when chosen randomly during the drawing.

Our junior/senior high school building has an emotional support team that handles FBAs and PBSPs. The team consists of an emotional support teacher and a behavior therapist (BT). The ES teacher is a district employee while the BT is contracted through Family Behavioral Resources. The team works with the school psychologist to develop and implement behavior plans.

2. The staff has been trained to implement Crisis Prevention Interventions (CPI) and de-escalation techniques. Our district has partnered with Family Behavioral Resources to provide district-wide training on student mental health. The schoolwide professional development covered signs of depression, mental health services, and suicide.

At the high school level, our district has partnered with Family Behavioral Resources to provide more professional counseling to our student body. FBR has trained our staff on best practices regarding mental health. Including a School-Based Behavioral Health Service in both buildings is a goal of ours for next school year. This year has been our first year working with FBR at the high school level and many students are receiving mental health support during the school day as a result.

3. Our school has developed a partnership with Family Behavioral Resources (FBR) to provide school-based mental health services to our students. An outpatient mental health clinic is based in both of our school buildings. The staff of FBR meets with families and develops treatment plans. Our school district provides FBR with physical space and supplies. Mental health counselors from FBR meet with students who qualify during the school day. The school-based clinics are available for students during the school year and summer.

Our administration has been focused on increasing mental health supports in our school over the last three years. After much planning, FBR opened its first outpatient clinic in our district. It was placed in the junior/senior high school building. A year later a second clinic was opened in our elementary school. We also work with FBR to staff a behavior therapist. The BT works in the emotional support classroom that we implemented for the first time this year.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

1.   If the school district is having difficulty ensuring FAPE for an individual student or particular disability category:

o   Convene or reconvene the IEP team

o   Utilize the services of the BVIU Technical and Assistance Consultant(s)/Interagency coordinator

o   Review the Oberti Test (what supports and services have been provided to the child and were they appropriate to meet the child's unique needs? Have we provided the opportunity for this child to participate with typical peers to the maximum extent possible?)

o   Identify the existing services and supports available within the school district and community, or private or public separate facilities.

o   Mobilize these assets to develop a plan of support

o   Monitor the child's progress

o   Provide necessary support for school personnel

2. Western Beaver School District provides a full continuum of services for students with disabilities. Western Beaver has a successful Learning Support program within the LEA that promotes inclusion. Pull-out classes in reading and math are available through learning support but only used when a student's needs cannot be met in the LRE. The school offers related services that include speech and language support, hearing support, vision support, Physical therapy, and occupational therapy. Three specialized classrooms are run within the LEA. There are Life Skills classrooms in each of the district's two building. The Life Skills program provides students who qualify for the PASA with an alternative education. Reading, math, science, and social studies are available in the classrooms. An emotional support program is available in our junior/senior high school. It offers interest to full-time support. The program offers a full-time emotional support teacher and a contracted behavioral therapist. Western Beaver utilizes other private separate facilities, public separate facilities, or other outside placements to provide a full continuum of services such as full-time Emotional Support, Learning Support, Autism Support, Multi-Disability Support, Hearing Support etc. WBCSD uses interagency approach to improve LEA program capacity. IEP teams refer students and families to outside agencies where appropriate. Agencies such as BCBH and mental health service providers involved with individual students are often invited to attend IEP meetings in order to collaborate and meet the needs of the student. Family Behavioral Resources, which operate outpatient clinics in each of our buildings, is also referred to students who show need. WBCSD works with other student serving systems including Beaver County Behavioral Health, Office of Vocational Rehabilitation, child protective services, juvenile probation, drug/alcohol treatment services, Children's Hospital of Pittsburgh, the Prevention Network, Glade Run Lutheran Services, Beaver County Rehabilitation Center, etc. depending on the needs and agencies involved with the individual student.

3. The Western Beaver County School District plans to expand its autistic support program at the elementary level. Our program currently offers students with autism a

sensory diet and social skills interventions. We would like to grow by attending training through the autism initiative program that is offered through PaTTAN.   We are also expanding our program by adding a schoolwide PBSP in the Jr/Sr high school. Our staff will begin training next year through IU27.

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
New Horizons School (BVIU)	Special Education Centers	Life Skills Support or Multi-Disability Support	1
The School at McGuire	Approved Private Schools	Autism Support, Life Skills Support	1
The Bradley Center	Special Education Centers	Emotional Support	2
Western Pennsylvania School for the Deaf (WPSD)	Approved Private Schools	Full time hearing support	1
Glade Run Lutheran Services	Special Education Centers	Emotional Support/ Autistic Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 15	15	0.75
Justification: This position teaches pullout and inclusion math for grades six through eight.				
Locations:				
Western Beaver Jr/Sr High School (AK)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	2	0.25
Justification: This position teaches pullout and inclusion math for grades six though eight.				
Locations:				
Western Beaver Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2018

Explain any unchecked boxes for facilities questions: N/A

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	19	1
Locations:				
Western Beaver JrSr High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	19	0.5
Justification: This teacher's caseload is made up of students from grades Kindergarten through third grade. BW				
Locations:				
Western Beaver Junior/Senior High School (BE)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 9	5	0.5
Justification: This teacher's caseload is made up of students from grades Kindergarten through third grade. BW				
Locations:				
Western Beaver Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2018

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	15	0.8
Locations:				
Western Beaver Junior/Senior High School (VL)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	2	0.2
Locations:				
Western Beaver Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2018

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	15	1
Locations:				
Western Beaver Junior/Senior High School (CM)	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2018

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 19	11	1
Justification: The Life Skills classroom services the Junior and Senior High School Life Skills students. The IEP team determines whether the program meets the needs of the individual student who brings the class out of the four year age range. An Age Waive form is signed by the parents.				
Locations:				
Western Beaver Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2018

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 19	8	0.5
Justification: Our school district has only 400 students in our 6-12 building. In order to have enough students to support an ES program, our building has to be served by one classroom.				
Locations:				
Fairview Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 19	6	0.5
Justification: Because of our low student enrollment, our ES program has to serve our school grades 6 through 12.				
Locations:				
Western Beaver Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 12	10	1
Justification: The Life Skills Classroom will service students from K through 5th grade. Parents will be asked to sign the age waiver.				
Locations:				
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	10	1
Justification: This is the total elementary Speech and Language caseload. Students meet in age-appropriate groups within the three year age range.				
Locations:				
Fairview Elementary	An Elementary School	A building in which General Education		

School	Building	programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: July 1, 2018

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	11	0.5
Locations:				
Fairview Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Program Position #12 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	10 to 12	2	0.04
Locations:				
Western Beaver Jr/Sr/ High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: Outside Contractor for the School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	9 to 9	1	0.02
Locations:				
Fairview Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	All Buildings	0.5
Transition Coordinator	High School	0.2
Special Education Secretary	District Office	0.5
Paraprofessionals	All Buildings	18
Nursing	All Buildings	1
Guidance Counselor	Western Beaver Junior/Senior High School	2

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	300 Minutes
Physical Therapy	Outside Contractor	150 Minutes
Behavior Therapist	Outside Contractor	5 Days

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

Answer:
This question has not been answered.

District Accomplishments

Accomplishment #1:
Western Beaver County School District was recognized at the most improved school district in the Western Pennsylvania region over the past 10 years by the Pittsburgh Business Times, April 2014.

Accomplishment #2:
When compared to the other Beaver County Schools, Western Beaver County School District ranks 3rd out of 15 academically by the Pittsburgh Business Times.

Accomplishment #3:
As a district, we have consistently improved in math, reading and science over the past 10 years.

Accomplishment #4:
Western Beaver County School District is a very small rural district that takes pride in the variety of learning opportunities we offer our students.

Accomplishment #5:
Although is is a challenge, the Western Beaver County School District has significantly improved the amount and type of technology available in the district.

District Concerns

Concern #1:
Close the achievement gap in each building

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #0)* Ensure professional staff in every school uses standards aligned assessments to guide instructional practices and monitor student progress

Aligned Concerns:

Close the achievement gap in each building

Use PVAAS as an indicator for growth, each grade level will show a year's worth of growth

Increase achievement on Keystone exams by 3-5% each year.

Through the use of technology increase academic achievement.

Systemic Challenge #2 *(Guiding Question #0)* Ensure students who are academically at risk are identified early and are supported through appropriate interventions based upon student needs.

Aligned Concerns:

Close the achievement gap in each building

Use PVAAS as an indicator for growth, each grade level will show a year's worth of growth

Increase achievement on Keystone exams by 3-5% each year.

Through the use of technology increase academic achievement.

Systemic Challenge #3 *(Guiding Question #0)* Ensure consistent implementation of effective instructional practices in all schools.

Aligned Concerns:

Close the achievement gap in each building

Use PVAAS as an indicator for growth, each grade level will show a year's worth of growth

Increase achievement on Keystone exams by 3-5% each year.

Through the use of technology increase academic achievement.

Systemic Challenge #4 *(Guiding Question #12)* Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

Aligned Concerns:

Close the achievement gap in each building

Use PVAAS as an indicator for growth, each grade level will show a year's worth of growth

Increase achievement on Keystone exams by 3-5% each year.

Through the use of technology increase academic achievement.

District Level Plan

Action Plans

Goal #1: Western Beaver will ensure implementation of instructional practices across the curriculum

Related Challenges:

- Ensure professional staff in every school uses standards aligned assessments to guide instructional practices and monitor student progress
- Ensure students who are academically at risk are identified early and are supported through appropriate interventions based upon student needs.
- Ensure consistent implementation of effective instructional practices in all schools.
- Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

Indicators of Effectiveness:

Type: Annual

Data Source: Walk Throughs and Teacher Effectiveness Evaluation Tool

Specific Targets: Professional staff will implement District instructional initiatives.

Strategies:

Common Writing Rubric and Scoring

Description:

Establish a common rubric for writing assessment across content areas and grade levels aligned with the PA writing rubric.

http://www.portal.state.pa.us/portal/server.pt/document/1244256/writing_domain_scoring_guide_pdf.

SAS Alignment: None selected

Implementation Steps:

Data informed monitoring

Description:

Use PSSA and PVAAS data to analyze and develop action plans and monitor student learning for increased academic achievement.

Start Date: 8/25/2015   **End Date:** 6/3/2016

Program Area(s): Special Education

Supported Strategies:

- Common Writing Rubric and Scoring

Goal #2: Ensure professional staff in every school uses standards aligned assessments.

Related Challenges:

- Ensure professional staff in every school uses standards aligned assessments to guide instructional practices and monitor student progress
- Ensure students who are academically at risk are identified early and are supported through appropriate interventions based upon student needs.
- Ensure consistent implementation of effective instructional practices in all schools.

Indicators of Effectiveness:

Type: Annual

Data Source: PVAAS, Keystone, PSSAs

Specific Targets: Show one year's growth in PVAAS and 3-5% increase in Keystone

Strategies:

Curriculum Mapping

Description:

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping: http://webserver3.ascd.org/handbook/demo/mapping2.html Resource:http://effectivestrategies.wiki.caiu.org/Curriculum+Framework

SAS Alignment: Standards, Materials & Resources

Implementation Steps:

Paraprofessional

Description:

In accordance with Chapter 14, Western Beaver County School District's paraprofessionals must be highly qualified. To attain highly qualified status paraprofessionals must have at least one of the following: At least an associates degree or equivalent post-secondary credits; or complete a training course, either through the BVIU or PaTTAN, leading to the Credential of Competency from PDE. Paraprofessionals must maintain 20 hours of training per year. Para-professionals either work individually, in small groups or within the classroom with children with disabilities. This allows students with disabilities access to the general education curriculum. Training is provided by in-house/in-service training; opportunities at PaTTAN or the Beaver Valley Intermediate Unit; online training available through PaTTAN Framewelder; or other relevant training provided. Paraprofessionals will complete 20 hours of training per year of the plan (2018-2019, 2019-2020, and 2020-2021).

Start Date: 7/1/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Curriculum Mapping

Behavior Support

Description:

Teachers, administrators, and paraprofessionals will receive training regarding mental health and Emotional Support. School-wide PBSP will continue to be implemented in the elementary building. The Jr/Sr high school building is starting the whole school PBSP process with IU27 during the 2018-2019 school year. The program should be fully implemented in the 2019-2020 school year. Western Beaver will reduce the number of infractions for IEP students and the number of days on which students with disabilities serve out-of-school suspensions by 1% each of the three years of the plan (2018-19; 2019-20; 2020-21).

Start Date: 7/1/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Curriculum Mapping

Data informed monitoring

Description:

Use PSSA and PVAAS data to analyze and develop action plans and monitor student learning for increased academic achievement.

Start Date: 8/25/2015   **End Date:** 6/3/2016

Program Area(s): Special Education

Supported Strategies:

- Curriculum Mapping

Goal #3: Ensure students who are academically at risk are identified early and are supported by appropriate interventions.

Related Challenges:

- Ensure students who are academically at risk are identified early and are supported through appropriate interventions based upon student needs.

Indicators of Effectiveness:

Type: Annual

Data Source: PVAAS, Keystone, PSSAs

Specific Targets: Students reading at grade level

Research based interventions for at risk students

One year's growth on PVAAS

Strategies:

Differentiated Instruction

Description:

"Learning Styles: Concepts and Evidence
http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf
Learning Styles
http://en.wikipedia.org/wiki/Learning_styles#cite_note-33
WWC: Assisting Students Struggling with Reading: Response to
Intervention and Multi-Tier Intervention in the Primary Grades
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.
pdf
Differentiated Instruction Reexamined
http://www.hepg.org/hel/article/499
Investigating the Impact of Differentiated Instruction in Mixed Ability
Classrooms
http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf
Resource: http://effectivestrategies.wiki.caiu.org/Instructional+Practices
"

SAS Alignment: Assessment, Instruction

Implementation Steps:

Paraprofessional

Description:

In accordance with Chapter 14, Western Beaver County School District's paraprofessionals must be highly qualified. To attain highly qualified status paraprofessionals must have at least one of the following: At least an associates degree or equivalent post-secondary credits; or complete a training course, either through the BVIU or PaTTAN, leading to the Credential of Competency from PDE. Paraprofessionals must maintain 20 hours of training per year. Para-professionals either work individually, in small groups or within the classroom with children with disabilities. This allows students with disabilities access to the general education curriculum. Training is provided by in-house/in-service training; opportunities at PaTTAN or the Beaver Valley Intermediate Unit; online training available through PaTTAN Framewelder; or other relevant training provided. Paraprofessionals will complete 20 hours of training per year of the plan (2018-2019, 2019-2020, and 2020-2021).

Start Date: 7/1/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Differentiated Instruction

Behavior Support

Description:

Teachers, administrators, and paraprofessionals will receive training regarding mental health and Emotional Support. School-wide PBSP will continue to be implemented in the elementary building. The Jr/Sr high school building is starting the whole school PBSP process with IU27 during the 2018-2019 school year. The program should be fully implemented in the 2019-2020 school year. Western Beaver will reduce the number of infractions for IEP students and the number of days on which students with disabilities serve out-of-school suspensions by 1% each of the three years of the plan (2018-19; 2019-20; 2020-21).

Start Date: 7/1/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Differentiated Instruction

Autism

Description:

Students with autism will attend their neighborhood school in the Least Restrictive Environment to the maximum extent appropriate. At least 75% of students with autism who attend their neighborhood school will participate in the general education setting 80% or more of the day for the 2018-2019, 2019-2020, and 2020-2021 school years with the use of Supplementary Aids and Services. Students who work in the LRE will have their sensory needs met through the use of sensory plans and items. Speech services will be provided to students with autism when appropriate. The school district also focuses SDI on the need for social skills instruction for students who show need in this area.

Start Date: 7/1/2018   **End Date:** 6/30/2021

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Differentiated Instruction

Transition

Description:

Western Beaver aims to have 100% of students graduate from 2018-2019, 2019-2020, and 2020-2021 school years. The district will continue to provide transition services to students 14 and older and the transition coordinator and special education teachers will meet annually with transition age students to discuss post-secondary plans, collect data regarding career interest, and to provide information regarding career and educational possibilities. Starting at 14, transition planning for students with IEPs includes looking at a student's interests, strengths, and needs. Whether a student is at risk for dropping out is a consideration in transition planning. Students who have a history of failing courses or who are academic disengaged have adjustments made to their programming throughout their school career and flexible transition or vocational opportunities are provided. The district will provide high-risk students with RENEW facilitators and other supports needed to keep them on a graduation track. The district's transition coordinator and all special education teachers who write transition plans will attend monthly transition meetings throughout the school year.

Start Date: 7/1/2018   **End Date:** 6/30/2021

Program Area(s): Special Education

Supported Strategies:

- Differentiated Instruction

Appendix: Professional Development Implementation

Step Details

LEA Goals Addressed: Ensure professional staff in every school uses standards aligned assessments.

Ensure students who are academically at risk are identified early and are supported by appropriate interventions.

Strategy #1: Curriculum Mapping

Start	End	Title
7/1/2018	6/30/2021	Paraprofessional

Description

In accordance with Chapter 14, Western Beaver County School District's paraprofessionals must be highly qualified. To attain highly qualified status paraprofessionals must have at least one of the following: At least an associates degree or equivalent post-secondary credits; or complete a training course, either through the BVIU or PaTTAN, leading to the Credential of Competency from PDE. Paraprofessionals must maintain 20 hours of training per year. Para-professionals either work individually, in small groups or within the classroom with children with disabilities. This allows students with disabilities access to the general education curriculum. Training is provided by in-house/in-service training; opportunities at PaTTAN or the Beaver Valley Intermediate Unit; online training available through PaTTAN Framewelder; or other relevant training provided. Paraprofessionals will complete 20 hours of training per year of the plan (2018-2019, 2019-2020, and 2020-2021).

Person Responsible	SH	S	EP	Provider	Type	App.
Special Education Director and Building Principals	2.0	30	17	Online via PaTTAN Framewelder website; Western Beaver County School District; Beaver Valley Intermediate Unit	PaTTAN	Yes

Knowledge

Paraprofessionals will gain knowledge related to their roles and enable them to meet the needs of students with disabilities.

Supportive Research   This is an optional narrative for Special Education.

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.

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.

Training Format

LEA Whole Group Presentation
School Whole Group Presentation
Department Focused Presentation
Online-Asynchronous

Grade Levels

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

Participant Roles

Paraprofessional

Evaluation Methods

Paraprofessional Evaluation

Follow-up Activities

Analysis of student work, with administrator and/or peers

Peer-to-peer lesson
discussion

LEA Goals Addressed: Ensure professional staff in every school uses standards aligned assessments.

Ensure students who are academically at risk are identified early and are supported by appropriate interventions.

Strategy #1: Curriculum Mapping

Start	End	Title	Description
7/1/2018	6/30/2021	Behavior Support	Teachers, administrators, and paraprofessionals will receive training regarding mental health and Emotional Support. School-wide PBSP will continue to be implemented in the elementary building. The Jr/Sr high school building is starting the whole school PBSP process with IU27 during the 2018-2019 school year. The program should be fully implemented in the 2019-2020 school year. Western Beaver will reduce the number of infractions for IEP students and the number of days on which students with disabilities serve out-of-school suspensions by 1% each of the three years of the plan (2018-19; 2019-20; 2020-21).

Person Responsible	SH	S	EP	Provider	Type	App.
Special Education Director/Building Principals	7.0	6	14	IU 27	IU	Yes

Knowledge

School-wide PBSP will help our teachers develop a consistent plan to meet the needs of our students.

The QIESSP model will help us ensure that our ES program is implemented within state compliance standards.

Supportive Research

This is an optional narrative for Special Education.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Series of Workshops
Department Focused Presentation
Offsite Conferences

Participant Roles

Classroom teachers
Principals / Asst. Principals
School counselors
Paraprofessional

Grade Levels

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

Other educational
specialists

Parents

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Review of discipline data

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Evaluation Methods

LEA Goals Addressed: Ensure professional staff in every school uses standards aligned assessments.

Ensure students who are academically at risk are identified early and are supported by appropriate interventions.

Strategy #1: Differentiated Instruction

Start	End	Title	Description
7/1/2018	6/30/2021	Paraprofessional	In accordance with Chapter 14, Western Beaver County School District's paraprofessionals must be highly qualified. To attain highly qualified status paraprofessionals must have at least one of the following: At least an associates degree or equivalent post-secondary credits; or complete a training course, either through the BVIU or PaTTAN, leading to the Credential of Competency from PDE. Paraprofessionals must maintain 20 hours of training per year. Para-professionals either work individually, in small groups or within the classroom with children with disabilities. This allows students with disabilities access to the general education curriculum. Training is provided by in-house/in-service training; opportunities at PaTTAN or the Beaver Valley Intermediate Unit; online training available through PaTTAN Framewelder; or other relevant training provided. Paraprofessionals will

complete 20 hours of training per year of the plan (2018-2019, 2019-2020, and 2020-2021).

Person Responsible	SH	S	EP	Provider	Type	App.
Special Education Director and Building Principals	2.0	30	17	Online via PaTTAN Framewelder website; Western Beaver County School District; Beaver Valley Intermediate Unit	PaTTAN	Yes

Knowledge

Paraprofessionals will gain knowledge related to their roles and enable them to meet the needs of students with disabilities.

Supportive Research

This is an optional narrative for Special Education.

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.

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.

Training Format

LEA Whole Group Presentation
School Whole Group Presentation
Department Focused Presentation
Online-Asynchronous

Participant Roles

Paraprofessional

Grade Levels

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

Follow-up Activities

Analysis of student work, with administrator and/or peers
Peer-to-peer lesson discussion

Evaluation Methods

Paraprofessional Evaluation

LEA Goals Addressed: Ensure professional staff in every school uses standards aligned assessments.

Ensure students who are academically at risk are identified early and are supported by appropriate interventions.

Strategy #1: Differentiated Instruction

Description

Teachers, administrators, and paraprofessionals will receive training regarding mental health and Emotional Support. School-wide PBSP will continue to be implemented in the elementary building. The Jr/Sr high school building is starting the whole school PBSP process with IU27 during the 2018-2019 school year. The program should be fully implemented in the 2019-2020 school year. Western Beaver will reduce the number of infractions for IEP students and the number of days on which students with disabilities serve out-of-school suspensions by 1% each of the three years of the plan (2018-19; 2019-20; 2020-21).

Start	End	Title	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2018	6/30/2021	Behavior Support							

Special Education Director/Building Principals	7.0	6	14	IU 27	IU	Yes

Knowledge

School-wide PBSP will help our teachers develop a consistent plan to meet the needs of our students.

The QIESSP model will help us ensure that our ES program is implemented within state compliance standards.

Supportive Research

This is an optional narrative for Special Education.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Series of Workshops
Department Focused Presentation
Offsite Conferences

Grade Levels

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

Participant Roles

Classroom teachers
Principals / Asst. Principals
School counselors
Paraprofessional
Other educational specialists
Parents

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Review of discipline data

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

LEA Goals Addressed: Ensure students who are academically at risk are identified early and are supported by appropriate interventions.

Strategy #1: Differentiated Instruction

Start   End   Title   Description

7/1/2018	6/30/2021	Autism

Students with autism will attend their neighborhood school in the Least Restrictive Environment to the maximum extent appropriate. At least 75% of students with autism who attend their neighborhood school will participate in the general education setting 80% or more of the day for the 2018-2019, 2019-2020, and 2020-2021 school years with the use of Supplementary Aids and Services. Students who work in the LRE will have their sensory needs met through the use of sensory plans and items. Speech services will be provided to students with autism when appropriate. The school district also focuses SDI on the need for social skills instruction for students who show need in this area.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Special Education and Building Principals	2.0	4	70	Western Beaver County School District	School Entity	Yes

Knowledge

Our staff will share and develop knowledge related to the needs of students with ASD. Key areas of focus are sensory needs, social skill development, and components of ASD.

Supportive Research

This is an optional narrative for Special Education.

Designed to Accomplish

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 classroom teachers, school counselors and education specialists:

For school and district administrators, and other

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

educators seeking leadership roles:

interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation
Department Focused Presentation

Participant Roles

Classroom teachers
Principals / Asst. Principals
Paraprofessional
Other educational specialists
Related Service Personnel

Grade Levels

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

Follow-up Activities

Team development and 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

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

LRE Data

Peer-to-peer lesson discussion

Lesson modeling with mentoring

LEA Goals Addressed: Ensure students who are academically at risk are identified early and are supported by appropriate interventions. **Strategy #1: Differentiated Instruction**

Start	End	Title

Description

Western Beaver aims to have 100% of students graduate from 2018-2019, 2019-2020, and 2020-2021 school years. The district will continue to provide transition services to students 14 and older and the transition coordinator and special education teachers will meet annually with transition age students to discuss post-secondary plans, collect data regarding career interest, and to provide information regarding career and educational possibilities. Starting at 14, transition planning for students with IEPs includes looking at a student's interests, strengths, and needs. Whether a student is at risk for dropping out is a consideration in transition planning. Students who have a history of failing courses or who are academic disengaged have adjustments made to their programming throughout their school career and flexible transition or vocational opportunities are provided. The district will provide high-risk students with RENEW facilitators and other supports needed to keep them on a graduation track. The district's transition coordinator and all special education teachers who write transition plans will attend monthly transition meetings throughout the school year.

Start	End	Title
7/1/2018	6/30/2021	Transition

Person Responsible	SH	S	EP		Type	App.
Director of Curriculum, Instruction, and	6.0	24	4		IU	No

Provider
BVIU

Special/Federal Programs; School Psychologist; High School Principals; Transition Coordinator

Knowledge   This is an optional narrative for Special Education.

Supportive Research   This is an optional narrative for Special Education.

Designed to Accomplish

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 classroom teachers, school counselors and education specialists:

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.

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

Training Format   Series of Workshops

Participant Roles	Grade Levels	Follow-up Activities	Evaluation Methods
Classroom teachers	Middle (grades 6-8) High (grades 9-12)	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	Graduation and Drop Out data and other Transition related data (e.g., PA Post-School Outcome Survey results)

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 or 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.

Affirmed by Patrick McGeehan on 12/3/2018

Board President

Affirmed by Robert Postupac on 12/3/2018

Superintendent/Chief Executive Officer

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

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

Affirmed by Patrick McGeehan on 4/12/2018

Board President

Affirmed by Robert Postupac on 4/12/2018

Superintendent/Chief Executive Officer