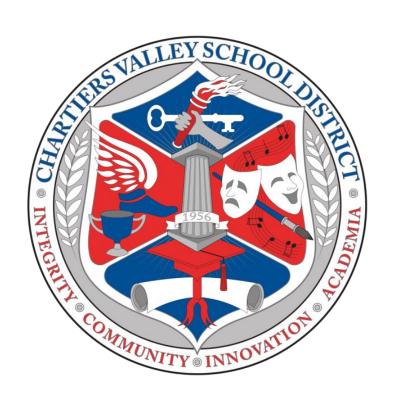Chartiers Valley SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

2030 Swallow Hill Rd
Pittsburgh, PA 15220
(412)429-2201
Superintendent: Johannah Vanatta
Director of Special Education: Amy Wodnicki

Planning Process

In January of 2019 the Chartiers Valley School District committed to a comprehensive planning process. The comprehensive planning team comprised of faculty, board members and administrators gathered for two days in Spring of 2019 to create the new strategic framework.

The revised comprehensive planning framework includes belief statements, a mission statement, objectives and strategies and action plans. The strategic planning process is built on focusing the district's actions to fulfill the mission developed by the comprehensive planning team. We believe the comprehensive framework and the action plans that have been created will push the district to become a more dynamic organization, focused on meeting the needs of each individual student.

Mission Statement

The mission of the Chartiers Valley School District, a community dedicated to shared leadership, is to graduate students who achieve personal success by providing an exceptional academic foundation in a safe, nurturing environment that inspires creativity and innovation while embracing diversity.

Vision Statement

We will inspire excellence in instruction, learning and innovation to prepare our students to achieve personal success.

Shared Values

1. Demonstrate genuine care, concern and fondness for students.

2. Adopt an education-centered focus where students come first, followed closely by the needs of their parents.

3. Develop and nurture healthy, productive and cooperative relationships with colleagues.

4. Communicate regularly and clearly with students, their families and the community.

5. Create and cultivate a district-wide Learning Community where all employees and educators are valued.

6. Encourage innovation and creativity.

7. Embrace community and regional partnerships.

Educational Community

Chartiers Valley School District is a suburban school district comprised of four schools — the Primary School (K-2), the Intermediate School (3-5), the Middle School (6-8) and the High School (9-12). The district serves the families of Bridgeville Borough, Collier Township, Heidelberg Borough and Scott Township.   There are approximately 3,450 students in the school district (K-12). There are approximately 400 dedicated faculty and staff members in the district, fifteen of whom have their National Board Certification.

With a millage rate of 17.07, Chartiers Valley has the second lowest rate in Allegheny County. Our operating budget for the 2019-2010 school year is $67,081,897.00.

Planning Committee

Name	Role
Julie Franczyk	Administrator : Special Education Schoolwide Plan
Patrick Myers	Administrator : Professional Education
Scott Seltzer	Administrator : Professional Education
Amy Wodnicki	Administrator : Special Education
Karen Morris	Business Representative : Professional Education
Jason Sarasnick	Business Representative : Professional Education
Chris Dougherty	Community Representative : Schoolwide Plan
Jason Sarasnick	Community Representative : Schoolwide Plan
Danyelle Boyd	Ed Specialist - School Counselor : Professional Education
Leslie Kunkel	Ed Specialist - School Counselor : Professional Education
Annie Pitassi	Ed Specialist - School Nurse : Professional Education
Nicole Campbell	Ed Specialist - School Psychologist : Special Education
Nicole Bazner	Elementary School Teacher - Regular Education : Professional Education Special Education
Ann Kern	Elementary School Teacher - Regular Education : Professional Education
Matt Talotta	Elementary School Teacher - Regular Education : Professional Education
Jessica DelRaso	Elementary School Teacher - Special Education : Professional Education Special Education
Karen Belcastro	High School Teacher - Regular Education : Professional Education
Lisa Trainor	High School Teacher - Regular Education : Professional Education
Maria Krzeczowski	Instructional Coach/Mentor Librarian : Professional Education
Sue Marino	Instructional Coach/Mentor Librarian : Professional Education
Peter Schintz	Instructional Coach/Mentor Librarian : Professional Education
Sheila Shoats	Instructional Coach/Mentor Librarian : Professional Education
Bill Hildabrand	Middle School Teacher - Regular Education : Professional Education
Judy Kirtley	Middle School Teacher - Regular Education : Professional Education
Bob Kearney	Parent : Professional Education
Eric Kraemer	Parent : Professional Education Schoolwide Plan
Mark Kuczinski	Parent : Professional Education Schoolwide Plan
Darren Mariano	Parent : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

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

This narrative is empty.

Middle Level

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

Reading		
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

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

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

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

Unchecked answers

None.

Middle Level

Checked answers

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

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

Unchecked answers

   None.

High School Level

Checked answers

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

Unchecked answers

   None.

Explanation for any standards checked:

The Chartiers Valley School District aligns all curriculum to either the PA Common Core or PA Academic Standards.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic	Accomplished

standards are identified.	
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The Chartiers Valley School District began utilizing an electronic tool, EdInsight, in 2019-2020 to map curriculum, write lesson plans, create and analyze assessments, review student academic data, and collaborate on instructional practices. A Curriculum Council with representatives from all departments and administration was also created to ensure that consistent procedures and expectations for academic programming are followed. Through the guidelines of the Curriculum Council, department heads meet with content areas to review and update course objectives, activities, and assessments that align with the approved academic standards.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

The Chartiers Valley School District began utilizing an electronic tool, EdInsight, in 2019-2020 to map curriculum, write lesson plans, create and analyze assessments, review student academic data, and collaborate on instructional practices. A Curriculum Council with representatives from all departments and administration was also created to ensure that consistent procedures and expectations for academic programming are followed. Through the guidelines of the Curriculum Council, department heads meet with content areas to review and update course objectives, activities, and assessments that align with the approved academic standards.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

The Chartiers Valley School District began utilizing an electronic tool, EdInsight, in 2019-2020 to map curriculum, write lesson plans, create and analyze assessments, review student academic data, and collaborate on instructional practices. A Curriculum Council with representatives from all departments and administration was also created to ensure that consistent procedures and expectations for academic programming are followed Through the guidelines of the Curriculum Council, department heads meet with content areas to review and update course objectives, activities, and assessments that align with the approved academic standards.

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

This narrative is empty.

High School Level

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

planned course, instructional unit or interdisciplinary studies are identified.	

Processes used to ensure Accomplishment:

The Chartiers Valley School District began utilizing an electronic tool, EdInsight, in 2019-2020 to map curriculum, write lesson plans, create and analyze assessments, review student academic data, and collaborate on instructional practices. A Curriculum Council with representatives from all departments and administration was also created to ensure that consistent procedures and expectations for academic programming are followed. Through the guidelines of the Curriculum Council, department heads meet with content areas to review and update course objectives, activities, and assessments that align with the approved academic standards.

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

This narrative is empty.

Modification and Accommodations

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

Teacher instruction contains modifications and accommodations for students at all mental and physical ability levels so that they can have access and mastery of rigorous standards-aligned curriculum. Teachers provide instruction that is aligned to Pennsylvania approved standards. By reviewing student academic data, IEP information, and other data, teachers can identify accommodations and modifications to curriculum that would enable all student access to rigorous standards-aligned curriculum. Additionally, the district has implemented MTSS models that provide tiered interventions, both academically and behaviorally, that integrate supports such as co-teaching models, small group interventions, and one on one instruction.

Instruction

Instructional Strategies

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

Unchecked Answers
- Peer evaluation/coaching

Regular Lesson Plan Review

   Checked Answers
   - Administrators
   - Building Supervisors

   Unchecked Answers
   - Department Supervisors
   - Instructional Coaches
   - Not Reviewed

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

Administrators use the PAEtep online evaluation tool to provide consistent and meaningful classroom observations that are aligned to the Danielson Framework. Formal evaluations and walkthroughs are completed by administration for all teachers in the school district. The evaluations are used to ensure that instruction is aligned to the Pennsylvania Academic Standards, as well as to create collaborative opportunities for teachers and administrators to share ideas on instructional improvement.

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

We have informal peer coaching, but the contract restricts time availability to conduct peer coaching. At the present time, the contract limits lesson plan review. Curriculum leaders and department chairs support teachers within the parameters of the contract. However, administration provides feedback through formal and informal observations.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

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

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

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

This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in

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

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

This narrative is empty.

Recruitment

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

The district has a revised hiring process that will hire the most effective and highly qualified teachers. This process includes a rubric-based system of questions that are scored independently by a hiring panel. Also, students who are below proficiency or at risk of not graduating are strategically assigned to highly qualified teachers and building intervention programs and courses.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	28.00	28.00	28.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	1.00	1.00	1.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	5.00	5.00	5.00
Electives	8.00	8.00	8.00
Minimum % Grade Required for Credit	60.00	60.00	60.00

(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.

- 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.

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.

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

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
End of Unit tests	X	X	X	X
Quizzes	X	X	X	X
Mid-terms				X
Finals				X
PSSA'S		X	X	
AP Exams				X
Keystones			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS NEXT	X	X		
4 SIGHT		X		
STUDY ISLAND			X	X
CDT			X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Questioning techniques	X	X	X	X
Small groups	X	X	X	X
Student Response Systems	X	X	X	X
Exit Slips	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
DIBELS	X	X		
4 SIGHT		X		
STUDY ISLAND			X	X
CDT		X	X	X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review	X	X	X	X

Intermediate Unit Review	X	X	X	X
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review	X	X	X	X
Professional Learning Community Review	X	X	X	X
Instructional Coach Review				
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

Each content area in the district has a department head or curriculum leader that works with their department to review assessments and data taken from those assessments. Recommendations are made to the district Curriculum Council regarding the need for adjustments to these assessments based upon the ongoing reviews at the department level.

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.

The Chartiers Valley School District uses the Classroom Diagnostic Tool as the primary assessment to monitor student academic growth. These assessments are given in grades 3-12 in math, English, and Science courses. Students in grades K-2 are provided with assessments that have been vetted by department committees and are evaluated every year for effectiveness and alignment to curriculum.

Collection and Dissemination

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

All district personnel have access to EdInsight to analyze student data.

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.

The data taken from the CDTs, teacher-made assessments, standardized assessments, and other data sources is compiled into an MTSS framework. Students who are experiencing difficulties in achieving proficiency are identified through the MTSS program and provided with appropriate interventions at the needed levels. Student progress is then tracked in the MTSS framework to ensure that students are making ongoing progress, or if additional interventions are needed, students are provided those opportunities.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS

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

Provide brief explanation of the process for incorporating selected strategies.

Strategies are selected that require teachers to provide additional support for students who are not meeting proficiency.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

School calendar, principal letters, website, daily bulletin, Remind app, and the automated phone system are used to notify students and parents of upcoming tests.

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

Course planning guides are consistently revised year to year to better communicate academic assessment results. It is an ongoing work in progress.

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.

By further supporting the identified best practices, the district will support both teachers and students in their effort to improve student achievement. MTSS programs have been put into place that include Tier I strategies that are research based and effective. Teachers will be evaluated on their use of those practices. Those who do not model effective teaching practices will be met with by administration to provide support. Peer Assistance has also been put into place in our buildings for several teachers who have failed to demonstrate being highly engaged and effective. Professional development has been refocused on student achievement and supporting the Comprehensive Plan. Discussions with our entire faculty have already taken place this year solely driven by student data. The subgroups who are underperforming have been discussed in detail, and we will continue to organize professional development and In-service days on the most effective ways of supporting those students. The development of progress monitoring tools as well as practices for differentiating instruction are also ways we intend to provide teachers with effective teaching tools but also to set the expectations of how we expect students to be engaged in the classroom.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X

Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

This narrative is empty.

Screening, Evaluating and Programming for Gifted Students

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

The Chartiers Valley School District utilizes a screening process that is shared through ongoing notification in student handbooks, the school website, parent/teacher conferences, and by request. The following summary illustrates the process and procedure that is shared with all stakeholders. Parents are also provided this information during transition nights and open house.

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

We use a universal screening process to identify gifted students starting in Kindergarten. When a parent, teacher, or staff member makes a gifted referral, the screening process will begin. We currently use the GATES checklist that teachers can complete. Additionally, through our MTSS process, data team meetings, and student support meetings, we are able to locate potentially gifted students by using the data taken from assessments and begin the identification screening.

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

The district utilizes multiple criteria that is based upon academic strengths and a thorough evaluation system to identify potentially gifted students. Any student who has been identified as a possible gifted student has a gifted data collection document filled out that includes all of the preliminary data that would illustrate above average academic abilities. The gifted education teacher then completes a cognitive assessment. If both the gifted data collection form and the cognitive assessment meet the criteria, the student will move onto a

full evaluation that includes parent input and approval, as well as a certified school psychologist's full evaluation through assessments.

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.

Our elementary school program provides opportunities for acceleration and enrichment for those who may demonstrate a need. In fourth grade, our compacted math classes begin in order to accelerate students over two years to be ready for pre-algebra by the time they reach 7th grade. Our middle school program offers accelerated math classes. Additionally, enrichment opportunities are offered to all students at different times of the year. Gifted students participate in regularly scheduled gifted classes with the gifted education teacher and also have opportunities to participate in competitions and other enrichment opportunities. At the high school level, students have the opportunity to choose higher level courses, as well as participate in competitions and enrichment offerings. Some identified gifted students have needed to take courses at the college level. We have also compacted curriculum as well for students as they move through the course levels at the high school.

Developmental Services

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

Explanation of developmental services:

The District has developed a guidance curriculum through their work on the 339 plan. Full implementation of the plan began in the 2019-2020 school year. All schools in the district are developing Schoolwide Positive Behavior Intervention and Support programs. Each school is in a different phase for development.   A part of the guidance model will include a

districtwide career awareness and development program. MTSS has been established at the Primary, Intermediate and Middle Schools. The High School is in the planning stages for a tiered approach to student support.

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	X	X	X	X
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:

Students receive accommodations and modifications to the curriculum based on a special education evaluation preceded by a Student Assistance Program or MTSS referral. Their Individual Educational Plan, 504, and school health plans are designed for students to support their behavior, health, and learning. These plans may also include how a student may receive medication and when. School psychologists assess academic skills and aptitude to determine need. Assessments and progress monitoring are used to track a student's strengths and weaknesses. Case managers assigned to the students hold meetings based on the special education timeline to discuss goals and progress.   If a student shows a need for crisis intervention it is listed in the IEP and all special education teachers and instructional aides are trained yearly in Comprehensive Crisis Management. Some students may require individual counseling and may be seen by a guidance counselor, social worker, or school based therapist.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education				X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X

Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

Chartiers Valley School District provides access to Alternative Education through an Intervention Program at the high school level. Student cases are managed by certified professionals in Speech and Language Pathology, Occupational Therapy, Physical Therapy, and Psychological Services. Community liaisons are utilized to provide therapy and counseling as well as wrap around services and casework. Plans are coordinated by specific case, health 504 and IEP managers. Home and family communication occurs in face to face meetings, through school events, by letter, on-line, through the school website, Twitter and Facebook. Students who have chronic health problems are supported through health plans, IEPs and 504s. Students have access to school nurses, Homebound Instruction and Instruction in the Home. Referral to community agencies is a responsibility of the guidance counselor, therapist and social worker. Staff and Faculty are trained in CCM, First Aid and CPR, Suicide Prevention, ALICE, Navigate Prepared and Stop the Bleed. They are all Mandated Reporter certified. The social worker builds rapport with families and coordinates support including improving truancy.

Communication of Educational Opportunities

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

School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Brochure for the Engineering Academy				X
Brochure for the Gateway to Technology program			X	
Community Magazine	X	X	X	X
Parent Teacher Group meetings	X	X	X	
District Profile	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Each district building has a SAP team assessing student needs and provides interventions to teachers that address student concerns. The SAP team provides supports for students

socially, behaviorally and academically. Also, the Primary, Intermediate, and Middle Schools utilize MTSS to monitor student interventions. All district schools are currently implementing co-teaching strategies to support student achievement in the general education classroom.

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

At the Primary and Intermediate Schools, the district collaborates with Extended Day Service program to work with our students k-6. The Primary School has developed a formal and collaborative relationship with area pre-schools that are feeders into our Kindergarten.

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.

At the Primary School level, the district provides a seamless transition from pre-school to school age. The District and the preschool agency hold individual transition meetings for all DART students. These meetings are attended by the pre-school team, parents and the school age team to review and share current information about each student graduating into the school age school program. In addition, the District LEA and the Primary School psychologist provide a parent training each spring regarding transition procedures and available district programs. Reevaluations are conducted on each DART student transitioning into the school age program to determine eligibility of services at the school age level; all evaluations are conducted in the spring. If students are eligible for services, an IEP is developed in preparation for the new school to begin.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Resources are provided based on the needs identified by instructional staff and administrative team. Unless it is a pilot program, resources are available between all classrooms at specific grade levels/subjects.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

Resources are provided based on the needs identified by instructional staff and administrative team. Unless it is a pilot program, resources are available between all classrooms at specific grade levels/subjects.

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

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

Provide explanation for processes used to ensure Accomplishment.

Resources are provided based on the needs identified by instructional staff and administrative team. Unless it is a pilot program resources are available between all classrooms at specific grade levels/subjects.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Resources are provided based on the needs identified by instructional staff and administrative team. Unless it is a pilot program, resources are available between all classrooms at specific grade levels/subjects.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status

Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected,

SAS is utilized during curriculum development and for the development of standards based IEP's and on an individual basis as needed.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected,

SAS is utilized during curriculum development and for the development of standards based IEPs and on an individual basis as needed.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than

	50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected,

SAS is utilized during curriculum development and for the development of standards based IEPs and used on an individual basis as needed.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than

	50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected,

SAS is utilized during curriculum development and for the development of standards based IEPs and used on an individual basis as needed.

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

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

The district has a commitment to shared leadership. In the 2018-2019 school year, the district administration created a Curriculum Council. This council includes teacher representatives from all school buildings and administration. The Curriculum Council's role is to ensure consistent procedures, educational initiatives, and academic planning are implemented with fidelity and through the collaboration of all district representatives. The department heads for each content area and administration work collaboratively to ensure that professional development design, implementation, and quality are consistent with the

identified needs from the Curriculum Council. Additionally, assessment data, PDE requirements, administrator and teacher leader feedback are all considered when planning professional development topics and options for presentation. Professional development is presented through a mix of train the trainer model, expert presentation, webinars, conference participation and specific program training. Participants may earn Act 48, Act 45 and coursework credit hours through a wide variety of professional development offerings. Through all of the above, the district has the means to ensure the characteristics listed are implemented.

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

 n/a

Professional Development

Chartiers Valley SD
Professional Development

Title:	EdInsight Curriculum and Data Training
Description	August 15th of the 2019 school year the district will conduct EdInsight training with staff. We will review EdInsight annually to assess our curricular alignment, data and academic growth, and standard alignment and understanding. Ongoing professional development will be provided by the department heads and administrators in each school building.
Person Responsible	Johannah Vanatta
Start Date:	8/15/2019
End Date:	8/16/2021
Proposed Cost/Funding:	Start Year / End Year / Cost / Funding Source 2019 / 2021 / 30000.00 / 020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
Hours Per Session	4.0
# of Sessions:	6
# of Participants Per Session:	25
Provider:	Admin staff
Provider Type:	School Entity
PDE Approved:	No

Knowledge Gain:	- Data growth and assessment - Curricular Alignment - Standard and Eligible Content - SAS
Research & Best Practices Base:	- Backwards by Design - Curricular Modeling - SAS
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 or LEA 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. - 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
Participant Roles:	- Classroom teachers - Principals / Asst. Principals - Supt / Asst Supts / CEO / Ex Dir - School counselors - New Staff - 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 - Peer-to-peer lesson discussion

	• Lesson modeling with mentoring • Joint planning period activities • Journaling and reflecting
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of written reports summarizing instructional activity

Chartiers Valley SD
Professional Development

Title:	District Threat Assessment Team
Description	Establish guidelines to determine the validity of would-be threats to the district. By partnering with local law enforcement agencies to review and educate the threat assessment team on the different levels and types of threats, the team will establish guidelines that can be established across the district.
Person Responsible	Scott Seltzer
Start Date:	8/1/2019
End Date:	10/31/2019
Proposed Cost/Funding:	Start Year End Year Cost Funding Source
Program Area(s):	Professional Education, Student Services
Hours Per Session	2.0
# of Sessions:	4
# of Participants Per Session:	5
Provider:	Local law enforcement
Provider Type:	ATAP
PDE Approved:	No
Knowledge Gain:	The ability to recognize and provide appropriate accommodations and therapeutic interventions to students.
Research & Best Practices Base:	Act 44 compliance
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 or LEA 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:	• Professional Learning Communities
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Asst Supts / CEO / Ex Dir • School counselors • Classified Personnel • New Staff • Other educational specialists • Related Service Personnel
Grade Levels:	• Elementary - Primary (pre K - 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 • Joint planning period activities
Evaluation Methods:	• Participant survey • Review of written reports summarizing instructional activity

Chartiers Valley SD
Professional Development

Title:	Unpacking the Standards
Description	A standards based professional development utilizing SAS and Pa Core Standards
Person Responsible	Curriculum and Assessment
Start Date:	8/1/2019
End Date:	8/1/2022
Proposed Cost/Funding:	Start Year End Year Cost Funding Source 2019 2020 10000.00 010 - ADMINISTRATIVE BUDGET
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
Hours Per Session	2
# of Sessions:	6
# of Participants Per Session:	50
Provider:	Admin staff
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Depth and knowledge of implementing Pa Core standards and instructional content.
Research & Best Practices Base:	SAS and Pa Core
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 or LEA 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

	• School Whole Group Presentation • Department Focused Presentation
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Asst Supts / CEO / Ex Dir • School counselors
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
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey

Chartiers Valley SD
Professional Development

Title:	Understanding by Design
Description	Provide Professional development to understand curricular development and writing based upon the Wiggins and McTighe model, Backwards by Design.
Person Responsible	Curriculum and Assessment
Start Date:	8/1/2019
End Date:	8/1/2022
Proposed Cost/Funding:	Start Year End Year Cost Funding Source 2019　　2022　　0.00 010 - ADMINISTRATIVE BUDGET
Program Area(s):	Professional Education
Hours Per Session	3
# of Sessions:	6
# of Participants Per Session:	40
Provider:	Admin staff
Provider Type:	School Entity
PDE Approved:	No
Knowledge Gain:	Understanding within the curricular framework
Research & Best Practices Base:	Backwards by design
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 or LEA 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
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Asst Supts / CEO / Ex Dir • School counselors • New Staff
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
Evaluation Methods:	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey

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:
8/15/2013 Initial Mandated Reporter training districtwide
The LEA plans to conduct the required training on approximately:
8/15/2019 This mandate is part of the teachers professional responsibility. We have implemented comply software to assist in tracking compliance.
8/15/2020 This mandate is part of the teachers professional responsibility. We have implemented comply software to assist in tracking compliance.
8/15/2021 This mandate is part of the teachers professional responsibility. We have implemented comply software to assist in tracking compliance.

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

Questions
The LEA has conducted the training on:
4/4/2014 This mandate is part of the teachers professional responsibility. We have implemented comply software to assist in tracking compliance.
The LEA plans to conduct the training on approximately:
8/15/2019 During the 2019 school year chose to have elementary admin and counselors trained. We will also have secondary teachers trained as part of their professional responsibility
8/15/2020 This mandate is part of the teachers professional responsibility. We have implemented comply software to assist in tracking compliance.
8/15/2019 This mandate is part of the teachers professional responsibility. We have implemented comply software to assist in tracking compliance.

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

Questions
The LEA has conducted the training on:
4/4/2014 This mandate is part of the teachers professional responsibility. We have implemented comply software to assist in tracking compliance.
The LEA plans to conduct the training on approximately:
8/15/2019 This mandate is part of the teachers professional responsibility. We have implemented comply software to assist in tracking compliance.
8/15/2020 This mandate is part of the teachers professional responsibility. We have implemented comply software to assist in tracking compliance.
8/15/2019 This mandate is part of the teachers professional responsibility. We have implemented comply software to assist in tracking compliance.

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.
- 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

- 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.

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

The District utilizes a variety of means to identify areas of need, to plan, to assess, and to follow up with professional education. Teacher leaders meet in the summer and throughout the year to do so. Additionally, all buildings look at data on a regular basis to determine student needs which in turn assists with planning for additional, meaningful professional education. Also, Building and District Instructional Cabinets identify needs, brainstorm solutions and give feedback.

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

A formal implementation evaluation tool related to teacher change of practice and related measure of effectiveness to date is not developed. However, informal means include walkthrough and observation feedback and analyzing of individual and group student achievement data and other evidence.

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.

The District has a yearlong induction model that includes 3 days in August before school begins and 18 hours during the year outside of school hours. During the summer induction, inductees are provided a broad overview of the district initiative, vision, community, K-12 staff, technology, mentors. The induction plan was prepared by teachers serving as mentors, past inductees, district administrators, central office directors, and the Assistant Superintendents of Curriculum and Leadership. The summer induction training includes instruction in using instructional technology (hardware like SMART and software resources), record keeping technology (student information systems and gradebooks), curriculum and assessment options (SAS for standards, assessment and curriculum framework), and communication technology (webpages, BlackBoard, and tech basics). During the school year, focus areas are more building specific and teacher specific. The additional 18 hours of training during the school year are planned by the building administration. The Induction plan professional development during the school year is customized to meet the needs of the inductee's position. The PD includes sessions offered through outside and in-house experts, webinars, conferences offered by ententes such as IU's and PDE. Inductees are required to complete multiple classroom observations and then be reflective on their visit. Inductees and mentors are required to provide mid-year and end of year feedback. Throughout the entire model, multiple school staff, including but not limited to Director of Technology, Director of Student Services, Coordinator of Instructional Technology, etc...are actively involved in first giving broad overviews and then giving yearlong support as needed.

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

This narrative is empty.

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.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

> *None.*

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

There are multiple means for gaining feedback on our induction program which include review of August Exit Slips, Principal walkthroughs and observation, review of student performance data through building data teams/RtII, attendance to all professional development opportunities, mini courses, review of end of year electronic portfolio through Blackboard, building and individual review of student PSSA data (collectively and individually), mentor visits to inductee classrooms with feedback, mentor visits to other's classrooms, mentor review of inductee's lesson plans, and use of feedback from prior induction feedback for future improvement. For example, inductees in the past have asked for more time in August with the technology department. This past year all inductees spent significant time with small group/individual support with both the Coordinator of Instructional Technology and the Director of Technology. Additionally, past feedback indicated that inductees requested more time in their classrooms with their mentors in August before school began. This was afforded to them this past year.

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

This narrative is empty.

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).

Unchecked answers

- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

Mentors are chosen by the building principal. Potential mentors must have demonstrated all of the above marked characteristics per building principal observation and evidence. Mentor training is provided in August, prior to the start of the school year.

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

The building principal intends to choose a highly qualified mentor that has the same or very similar schedule to the inductee so that they have time to collaborate. At times, depending on the type of inductee, the schedules may be different. Examples include school nurses, itinerant PE and art teachers, and specialty area teachers, like librarians, when there is only one in a building.

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

If necessary, provide further explanation.

During the August induction program, the Code of Professional Practice and Conduct for Teachers is addressed. All other items are ongoing as they are with all teachers. In addition though, inductees have an extra 18 hours before and after school to discuss as needed. Principals conduct these sessions so that the agenda is specific to the building, grade level and teachers developmental needs. All inductees participate in ongoing professional education opportunities with all teachers related to curriculum, planning, and assessment. All school implement Olweus Bullying program. Inductees collaborate with principals when during the year they discover that they need materials or resources. At all time, other district personnel are available to act as a resource to inductees.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Inductees and mentors submit mid-year and end of year feedback regarding their support. Inductees also submit documentation of completion of such tasks as review of district documents, review of standards; submit lesson plans for mentor review etc. The end of year feedback via Blackboard is reflective and can be used for future planning.

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.

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

Special Education

Special Education Students
Total students identified: **390**

Identification Method

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

The Chartiers Valley School District utilizes the discrepancy model (discrepancy between ability and achievement) to identify students with specific learning disabilities as defined in Chapter 14 of the Pennsylvania School Code and the Individuals with Disabilities Act. At this time, the district believes that the discrepancy model provides the best method for identifying students with specific learning disabilities. This process looks at the patterns of students ' strengths and weaknesses.in relation to their ability. The district uses psychological services provided by 3 school psychologists within the district. The process is initiated by gathering formal and informal assessments of aptitude and ability as well as classroom observations, parent and teacher input, student performance on local assessments and classroom performance. Response to Intervention Teams meets weekly to discuss student progress. Dibels scores are used as part of the growth measurement for each student. In the Middle and High Schools the district uses the Student Assistance Program in order to help to identify students who may need to be evaluated.

Enrollment

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

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

The School Age Enrollment from the December 1, 2018, Child Count reports some differences in LEA and State percentages of Special Education enrollment in four categories. at Chartiers Valley School District. Students with the primary disability of autism at CVSD is 15.4%; whereas the State enrollment is 11.0%. Students with the primary disability of Emotional Disturbance at CVSD is 9.5%; whereas the state enrollment is 8.6%. Students whose primary disability at CVSD is Intellectual Disability 7.3%; whereas the state is 6.4%. Students with Speech or Language impairment as a primary disability at CVSD are 17.9%; whereas the state is 14.5%. In order to address the disproportionalities in these areas, Chartiers Valley School District will use a variety of strategies.

In order to address the disproportionality in the area of autism, the district will continue to contract with the Watson Institute consultant who helps to provide strategies for curriculum and behavior management as well as social skills training. In addition, in conjunction with the Watson Institute, the district has implemented two sensory rooms. The rooms were designed by Watson Institute and the faculty to accommodate students' needs for sensory breaks. Training has been provided to teachers at the Primary and Intermediate Schools for the use of sensory rooms and for working with autistic students in the curriculum and with behavior. The consultant from Watson observes students, develops plans, offers ideas for specially designed instruction and positive behavior plans, and works with teachers to implement those plans.   Training will be provided for all faculty and staff at that level. The District believes that providing FAPE in the least restrictive environment is vital to the success of all students. Chartiers Valley School District will continue to review its evaluation and reevaluation process when identifying students as meeting the definition of autism.

To address the disproportionality in students with Emotional Disturbance the district has provided much training to faculty and staff in regard to School Wide Behavioral Support systems. The Primary, Intermediate, and Middle School staff and faculty have been trained in SWBSS and the programs developed are exceptionally helpful to students with Emotional Disturbance as these strategies work in conjunction with Positive Behavior Support plans designed for students' individualized instruction. Counselors, school psychologists, paraprofessionals, and special education teachers, as well as building principals are trained in Crisis Management through Western Psychiatric Hospital. Four staff members have been trained in the Train the Trainer model and can offer training to additional staff and faculty in the following years. Crisis plans have been developed for students who require them. De-escalation training is part of the Crisis Training and helps faculty and staff address behaviors in a positive way before they escalate to crisis level. Chartiers Valley Mental Health provides on-site counseling for students twice a week. Guidance counselors, the Student Assistance teams and case managers also provide support.

Disproportionality in Intellectual Disability is addressed through the Life Skills classrooms in each building in the school district. Teachers are appropriately state certified and classrooms are staffed with paraprofessionals with training that guides their practice. Watson Institute, through their consultant, helps to adapt curriculum. Training in the education of Life Skills students as well as transition training helps to ensure FAPE for the students served in these classrooms. The students participate in many curriculum based experiences and are interactive and integrated with the school community daily. Through partnerships with Watson institute, Achieva, Goodwill, the PACC, Project Search, and Mercy Behavioral, students receive additional testing and support with transition to employment. Students work at a local restaurant each morning and volunteer through Meals on Wheels on a weekly basis.

Speech and Language disproportionality is addressed through the Speech and Language teachers in the district. There are 3 full time Speech and Language teachers and the district also contracts with the Allegheny Intermediate Unit to provide service to students. This service is available by pushing in to classrooms, through small group instruction, and on an individual basis. Teachers participate in designing instruction and are active participants in the IEP development and process, including meetings. Speech teachers attended conferences and will continue to receive training specific to their curriculum.

District placements continue to exceed recommendations. In order to address this discrepancy, training will be conducted for behavior management and alternative strategies including initial lines of inquiry including parents and teams and training on strategies to increase positive behavior. In addition, the district is in the process of hiring a social worker/Home School Visitor to address multiple areas including attendance and behavior.

Non-Resident Students Oversight

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

The Chartiers Valley School District does host a location that falls under Section 1306 of the Public School Code. When CVSD is notified that a resident student is being educated by another school district under Section 1306, the district claims the student and provides the appropriate documentation of funding to support the student's education in the host district. When the Supervisor of Special Education receives communication from the educating entity, a representative from CVSD attends the evaluation and Individual Education Program meetings. The representative from the district participates in the meetings to ensure that a Free and Appropriate Public Education is received by the student. The Intermediate Unit and the school district collaborate with Southwood Education Program to ensure that students are receiving FAPE in the Least Restrictive Environment. When a student is placed at the Southwood Educational Program, the school district is notified of said student's entry and is registered in the Chartiers Valley School District. Records are reviewed to determine what services are needed for student success. The District is responsible for ensuring that the evaluation process is conducted. If the student is in need of special education services, an IEP is conducted. If a student is in need of a reevaluation and continues to need services, an IEP revision is completed. Through the IEP process, the IEP team determines the placement of students attending the Southwood Program. If it has been determined that a student is ready to attend a public school program at any level, Chartiers Valley School District would be the educational site. The district has found no barriers in meeting its obligation to the students placed at Southwood, in part, because of close contact and ongoing communication with outside service providers. Child Find and educational protocols are in place to ensure that students' needs are met.

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).

 When Chartiers Valley School District receives notification of an incarcerated student by receipt of Form 4603, or through other communication, Chartiers Valley School District contacts the agency responsible for educating the student and provides the agency with contact information from the district. Student records, including the IEP or 504 Plan, the most recent evaluation report, and IEP Progress Monitoring documents are first reviewed by the district and provided to the agency. Chartiers Valley School District requests that the agency include the district in any IEP or 504 Team Meetings held for the student. The District collaborates with the agency and shares documentation necessary for the provision of FAPE for the student. The district does not serve as a host district for incarcerated students. All obligations under 24 P.S. Section 13-1306 are met. The district assumes responsibility for child find and providing transportation, support, and educational services. The district does not foresee barriers that would limit its ability to meet its obligations under 1306 if such a need arose in the future. Currently there are no 1306.2 facilities for incarcerated students located within the school district.

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.

- In the Chartiers Valley School District, all IEP teams are required to adhere to the following when making educational placement decisions:

- A Free and Appropriate Public Education (FAPE) must be provided to every student with an IEP: moreover, FAPE must be delivered in the LRE as per the IEP team.

- Students will not be removed from regular education classrooms merely because of the severity of their disabilities.

- When students with disabilities, including students with significant cognitive disabilities, need specially designed instruction or other supplementary aids and services to benefit from participating in regular education classrooms, as required in their IEP, local education agencies are obliged to ensure that those services are provided.

- IEP teams must determine whether the goals in the student's IEP can be implemented in regular education classrooms with supplementary aids and services before considering removal from the regular education classroom.

- School districts will consider the full range of supplementary aids and services in regular education classrooms, based on peer-review research to the extent practicable, including modification of curriculum content, before contemplating placement in a more restrictive setting.

The District utilizes the **Framework for Considering the Full Range of Supplementary Aids and Services**
(SaS);

- **Collaborative**
  -adults working together to support students
- Example; Team meetings, co-teaching, paraprofessionals, professional development, guided practice and the use of assistive technology
- **Instructional**
  -development and delivery of instruction that addresses diverse learning needs
- Example; Test modification, modified curricular goals, providing research-based materials, instructional adaptations (pre-teaching, repeating directions)
- **Physical**
  -Adaptations and modifications to the physical environment
- Example; Specific seating arrangements, adaptive equipment, individualized desks, furniture arrangements

- **<u>Social-Behavioral</u>**
  -Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior
- <u>Example</u>; Social skills instruction, counseling supports, peer supports, behavior support plans.

The district is utilizing a variety of evidence-based models and PDE sponsored initiatives to expand a continuum of support and services to ensure student success in the general education curriculum.

- RtII
- FBA's and Behavior Support Plans
- SAP data
- SWPBS
- Co-Teaching
- Differentiated Instruction
- Olweus Bullying
- Inclusive Practices
- Assistive Technology
- Comprehensive Crisis Management (CCM) training provided by Western Psychiatric Hospital
- ESY qualification training
- PBS training
- Training in restraint procedure
- RENEW Training for High School

The school district utilizes trainings/workshops, in-house and out-of house, that support district and state initiatives through AIU and PaTTAN Consultants. Special Education teachers consult with General Education teachers on instructional strategies, individual student needs, and specially designed instruction. The Director of Student Services consults with guidance counselors and principals concerning Chapter 14 and IDEA. The district provides trainings for paraprofessionals and faculty on the above listed topics, as well as, including them in various trainings provided for general education and special education professionals both building and district wide. The Chartiers Valley School District offers services within the School District to ensure that students with disabilities are educated with non-disabled peers to the greatest extent possible by offering supports within the general education program and through supplementary aids and services in regular education for identified special education students. The Chartiers Valley Special Education Data Report for the 2017=2018 school year represented 67.79 % of students receiving special education services were educated in regular education classes during 80% or more of their school day. The state average was 62.1%. Chartiers Valley School District recognizes that a small amount of students may require a more restrictive environment to receive FAPE. The least restrictive environment is ultimately determined by the IEP team. Chartiers Valley School District's Special Education department works very closely with building leaders to ensure that students with disabilities have a full continuum of supports and services as well as educational placement options available within the district to

support student access to the general education curriculum. in the least restrictive environment.

   Students who may require more restrictive placement options are provided with a variety of opportunities to participate with students who are not disabled. These opportunities include: regular education vocational programs, reduced schedules, and participation in extracurricular activities and sports. Outside placements are considered only after all available resources, supports, services, and modifications within the regular school setting have been implemented. Chartiers Valley School District maintains close contact with the school and family to ensure appropriate progress is being made. If a student is being placed in an outside placement, the IEP team would have discussed all relevant data such as progress monitoring data, current grades, and parent and teacher information. If a student is placed, a new IEP is developed and a Notice of Recommended Educational Placement/Prior Written Notice is issued to the parents. Upon parental approval and acceptance by the APS, the student's new placement will begin. If a student in an outside placement is no longer in need of the outside placement, a transition plan is developed and implemented to ensure a smooth transition back to the home school district.

Behavior Support Services

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

The Chartiers Valley School District Behavior Support Policy includes all the required components in accordance with Chapter 14 Regulations. The policy outlines legal requirements (22 PA. Code Section 14.133) an objective/purpose of the policy, definitions, major tenets, responsibility of the administration, and communication/training. Copies of the Behavior Support Policy have been disseminated to principals. The purpose of the Behavioral Support Plan for Students with Disabilities is to promote the use of positive behavior support techniques in the development of behavior support programs and to restrict the use of highly restrictive or intrusive or aversive procedures for students. The policy is a three level system for effective behavior management for students with special needs.
Level 1 is preventative and involves effective classroom management strategies and does not require a behavior support plan with the IEP. These strategies include: effective teaching practices, frequent monitoring and feedback, clear expectations and procedures, effective classroom schedules, use of appropriate activities, social praise, environmental cues, curriculum adaptations, direct instruction, differentiated instruction , systematic reinforcement, modeling and family involvement.
Level 2 involves specific interventions designed for individual students and requires a behavior support plan as part of the IEP. Special education teachers have been trained to conduct functional behavior assessments and to develop individualized behavior

improvement plans based on assessment data. The teachers then develop hypothesis statements, design a positive behavior support plan, evaluate the plan's effectiveness, and modify the support plan as needed. Strategies used are: problem solving sessions with the student and other school personnel, behavioral contracting, social skills training, and verbal prompting.

Level 3 is restrictive and is only considered after Levels 1 and 2 have been implemented and proven to be ineffective. The IEP Team is involved in this level, and the team is convened to address the procedures as part of the IEP team. The primary goal is to produce a change in behavior by teaching the behavior and building a supportive environment. This level of support may involve the use of Comprehensive Crisis Management. The goals of Crisis Management are: promoting the safety of individuals receiving and providing care, reducing the use of seclusion and restraint in all healthcare settings, to promote the use of best practice, to promote an environment of collaboration and to eliminate the use of aversive interventions. Level 3 situations include situations where a student requires a physical restraint to control acute or episodic aggressive behavior or when mechanical restraints are prescribed for control of involuntary movement or lack of muscular control due to organic causes or conditions. Restraints to control acute or episodic behavior may only be used when the student is acting in a manner as to be a clear and present danger to himself or others and may not be included in the IEP, employed as punishment, be used for convenience of staff, or serve as a substitute for an educational program. Aversive techniques are considered inappropriate and may not be used for behavior management in the district's special education program. Emergency procedures for behaviors that present a clear and present danger to the student or others may be included in the IEP. For Chartiers Valley students who may have a behavior improvement plan as part of the IEP, a crisis plan is included so that all stakeholders who work with the student are aware of the procedure to follow if a student escalates to an episode of extreme behavior which cannot be deescalated.

   Chartiers Valley School District also has a School Wide Positive Behavior Support Program. in grades K-8.   All students are rewarded for positive behavior. There are school wide rules and regulations in place which have been taught and practiced. The schools focus on positive behavior and expectations.   The district also provides psychological services through 3 school psychologists and through contracted services with the Allegheny Intermediate Unit. Students are evaluated and identified for special education services if they qualify. In addition the school psychologists run focus groups and conduct small group and individual counseling sessions. Emotional Support is also provided by school psychologists, guidance counselors and through school based mental health service provided by a partnership with Chartiers Mental Health. The school district has Student Assistance Programs established in the Middle School and High School. These teams provide respectful goal oriented strategies in a collaborative manner. The SAP team provides the family with information about behavior in the school. The school and family work together to reach goals. These teams meet weekly to share strategies and measure student progress. Through Student Support Teams the students can receive support through frequent communication, a mentor, academic supports, behavior supports, mental health services, drug and alcohol counseling, collaboration with school based probation, collaboration with CYF, community agencies and wrap around. CVSD employs 7 full time guidance counselors. They provide personal counseling in the form of focusing on relationships, family issues, social interactions, and behavior. They provide crisis intervention to students and have been trained in CCM. They provide classroom guidance

lessons based on age and grade appropriateness. They run small group counseling sessions to teach problem solving and conflict resolution skills. They can also provide early intervention where a learning disability is suspected.

Other partnerships include: Chartiers MH/MR who provides school based services as well as drug and alcohol rehabilitation services, Watson Institute who provided Behavior Support strategies for students with autism, and the Allegheny Intermediate Unit who provides school psychological services.

Training for the staff occurs annually, and the District carefully selects and plans training for faculty and staff. The training is based on staff and faculty needs and district initiatives as delineated in the CVSD Strategic Plan. Training includes: CPR, CCM, de-escalation, restraints, Mandated Reporter Training and more.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Chartiers Valley School District is not having difficulty ensuring FAPE for students with IEP's. CVSD offers a full continuum of services to all students. There is a collaborative effort to ensure quality commitment   to service in the least restrictive environment. The district's practices are consistent with state and federal regulations. CVSD believes that all students with special needs should be educated in the least restrictive environment. At every IEP meeting the team outlines the students' needs, designs an appropriate educational program to address those needs, and at the conclusion of the IEP meeting, makes a determination as to the least restrictive environment in which the child's needs can be met. CVSD provides paraprofessional support in all district buildings, as well as, other services needed for a student to be included in the general education classrooms.   In addition, the district teachers are being trained in differentiating instruction which will be helpful to all students.

An instructional cabinet for student support was created district wide to discuss best options for students with autism and emotional disturbance. Trainings have been held on ESY, LRE, crisis training, and restraint training. Team meetings are scheduled regularly to review and analyze data to determine what supports are offered. School psychologists, as part of the team, can make recommendations to classroom teachers. Outside consultants can be brought in to observe behavior and offer strategies. Often new specially designed instruction, accommodations and modifications to a child's schedule as well as Positive Behavior Supports are developed and followed. Reconfiguration of staff may be necessary.

If there is a need for support for a "hard to place" student, the district will contact the Intensive Interagency Coordinator at the Allegheny Intermediate Unit #3 to facilitate problem-solving teams to assist in the design and delivery of coordinated services to individual school-age children and adolescents and their families.
Intensive Interagency Coordination is provided to;

- students with disabilities whose school districts have determined that they cannot be appropriately educated in a public school setting and who have waited more than 30 days for an appropriate educational placement
- students who are at substantial risk of waiting more than 30 days for an appropriate educational placement

Once a school district reports a student, the student's case will be referred to a Regional Interagency Coordinator (RIC). The RIC will make an initial determination regarding whether the student requires intensive interagency coordination. If the student requires intensive interagency coordination to access an appropriate educational placement, the RIC will assess the situation and determine the barrier preventing the student from receiving appropriate placement. If necessary, the RIC will schedule a meeting of the local interagency team which should include the family of the student, the school district, and the intermediate unit. Other agencies that might be involved are, The Office of Intellectual Disabilities, Children, Youth and Families, Juvenile Probation and any other private agencies. The district ensures parent participation as part of the interagency approach. On the occasion that an appropriate placement is not available, the district will consider the following;

- place a student on a waiting list for recommended placement,
- collaborate with interagency services to provide more intensive support such as wraparound services,
- employ additional support personnel on a short term basis in the school setting,
- collaborate with interagency services to assist families in securing services available in the home,
- place a student in an alternate placement with additional supports and services.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

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

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

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

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

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Southwood Educational Program	Nonresident	Southwood Educational Program is located within the Chartiers Valley catchment area. Chartiers Valley is the host school district. and all obligations under 24 P.S. Section 13-1306 are met. The district assumes responsibility for child find and provides educational programs, transportation, and any support services necessary to ensure the provision of a free, appropriate public education. The district reviews the Individualized Education Program or 504 Plan, conducts re-evaluations, reviews all existing data, and uses existing placement options within the district, Allegheny Intermediate Unit #3, or approved private schools. Chartiers Valley School District claims the student and provides the appropriate documentation of funds to support that student's education in the host district. When the Special Education Director receives appropriate and timely communication from the educating district or entity, a representative from the LEA attends the evaluation and Individual Education Program and 504 meetings either in person or by phone. They provide input in the education plan in order to ensure the student receives FAPE. One barrier to the process is the inability to receive timely and adequate communication from the educating entity at times.	35

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Pathfinder School	Special Education Centers	Life Skills	7
Watson Institute	Approved Private Schools	Autistic Support, Multiple Disabilities, Intellectual Disabilities, B	14
Tillotson School	Approved Private Schools	Autistic Support	1
Western School for the Blind	Approved Private Schools	Multiple Disabilities	2
Wesley K-8	Approved Private Schools	Emotional Support	3
Wesley Spectrum Highlands	Approved Private Schools	Emotional Support	1
Children's Institute	Approved Private Schools	Autistic Support	2
Bradley Center School	Other	Emotional Support	8
Pressley Ridge	Approved Private Schools	Autistic Support, Multiple Disabilities, Intellectual Disabilities, B	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	65	1
Locations:				
Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 11	65	1
Locations:				
Intermediate School	An Elementary 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	Speech and Language Support	11 to 15	32	0.59
Locations:				
Middle School	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
Itinerant	Speech and Language Support	14 to 18	22	0.41
Locations:				
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: Class

Implementation Date: July 1, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 21	2	0.35
Justification: Life skills students have exceeded the age range restriction for same group instruction. For those students exceeding the age range restriction, an IEP team decision and rationale contained within the student's IEP.				
Locations:				
High School	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
Itinerant	Life Skills Support	16 to 21	1	0.1
Justification: Life skills students have exceeded the age range restriction for same group instruction. For those students exceeding the age range restriction, an IEP team decision and rationale contained within the student's IEP.				
Locations:				
High School	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
Itinerant	Autistic Support	16 to 21	2	0.35
Justification: Life skills students have exceeded the age range restriction for same group instruction. For those students exceeding the age range restriction, an IEP team decision and rationale contained within the student's IEP.				
Locations:				
High School	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%)	Autistic Support	16 to 21	1	0.1
Justification: Life skills students have exceeded the age range restriction for same group instruction. For those students exceeding the age range restriction, an IEP team decision and rationale contained within the student's IEP.				
Locations:				
High School	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%)	Emotional Support	16 to 21	1	0.1
Justification: Life skills students have exceeded the age range restriction for same group instruction. For those students exceeding the age range restriction, an IEP team decision and rationale contained within the student's IEP.				
Locations:				
High School	A Junior/Senior High	A building in which General		

	School Building	Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: October 22, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 7	6	0.8
Locations:				
Primary 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%)	Autistic Support	5 to 8	2	0.2
Locations:				
Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 20, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	3	1
Locations:				
Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	6	0.6
Locations:				
Primary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	5	0.4
Locations:				
Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	1	0.08
Locations:				
Intermediate 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%)	Autistic Support	8 to 11	3	0.14
Justification: Students are not grouped within the same instructional group, therefore age range restrictions do not apply.				
Locations:				
Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 11	1	0.08
Locations:				
Intermediate 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	8 to 11	11	0.7
Locations:				
Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION
> *Type:* Class
> *Implementation Date:* July 1, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 11	7	0.7
Locations:				
Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	2	0.15
Locations:				
Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 11	2	0.15
Locations:				
Intermediate School	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:* Class and Position
> *Implementation Date:* August 25, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	8	0.4
Locations:				
Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	6	0.6
Locations:				
Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program
> *Operator:* School District

> **PROPOSED PROGRAM INFORMATION**
> *Type:* Class

Implementation Date: July 1, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	8 to 11	4	0.25
Justification: Students with Autism are not grouped within the same instructional group, therefore age range restrictions do not apply.				
Locations:				
Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	8	0.62
Locations:				
Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 11	2	0.12
Locations:				
Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	8	0.4
Locations:				
Middle School	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
Itinerant	Learning Support	11 to 13	3	0.3
Locations:				
Middle School	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

Itinerant	Emotional Support	11 to 13		1	0.1
Locations:					
Middle School	A Middle School Building	A building in which General Education programs are operated			

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 14	2	0.2
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program
>> *Operator:* School District
>> **PROPOSED PROGRAM INFORMATION**
>>> *Type:* Class
>>> *Implementation Date:* September 5, 2017
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	7	0.47
Locations:				
Middle School	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
Itinerant	Learning Support	11 to 13	7	0.47
Locations:				
Middle School	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
Itinerant	Emotional Support	11 to 14	1	0.06
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program
>> *Operator:* School District
>> **PROPOSED PROGRAM INFORMATION**
>>> *Type:* Class
>>> *Implementation Date:* September 5, 2017
>> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	3	0.27

Locations:				
Middle School	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
Itinerant	Learning Support	12 to 14	4	0.37
Locations:				
Middle School	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
Itinerant	Emotional Support	11 to 14	2	0.18
Locations:				
Middle School	A Middle 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	11 to 14	1	0.09
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 14	1	0.09
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Class
Implementation Date: September 5, 2017
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	9	0.65
Locations:				
Middle School	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%)	Autistic Support	12 to 14	3	0.21
Justification: Students with Autism are not grouped within the same instructional group, therefore age range restrictions do not apply.				
Locations:				
Middle School	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
Itinerant	Autistic Support	12 to 14	1	0.07
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	1	0.07
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	3	0.3
Locations:				
Middle School	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
Itinerant	Learning Support	13 to 15	4	0.4
Locations:				
Middle School	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
Itinerant	Emotional Support	12 to 14	3	0.3
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: September 5, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	3	0.23
Locations:				
Middle School	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
Itinerant	Learning Support	13 to 15	7	0.54
Locations:				
Middle School	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
Itinerant	Autistic Support	12 to 14	3	0.23
Locations:				
Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	3	0.23
Locations:				
High School	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
Itinerant	Learning Support	15 to 18	9	0.69
Locations:				
High School	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
Itinerant	Emotional Support	14 to 18	1	0.08
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #19 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 20, 2014

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	14	1
Locations:				
High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	2	0.14
Locations:				
High School	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
Itinerant	Learning Support	15 to 18	12	0.86
Locations:				
High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	8	0.73
Locations:				
High School	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
Itinerant	Emotional Support	14 to 18	3	0.27
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Class
>> *Implementation Date:* August 20, 2014
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	11	0.68
Locations:				
High School	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
Itinerant	Emotional Support	14 to 16	3	0.2
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 16	2	0.12
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #23 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Class
>> *Implementation Date:* July 1, 2015
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	8	0.66

Locations:				
High School	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
Itinerant	Autistic Support	14 to 16	1	0.1
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	3	0.24
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Class
>> *Implementation Date:* July 1, 2015
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 18	4	0.2
Justification: Students with Autism are not grouped within the same instructional group, therefore age range restrictions do not apply.				
Locations:				
High School	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
Itinerant	Learning Support	14 to 18	5	0.35
Locations:				
High School	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
Itinerant	Emotional Support	14 to 18	6	0.45
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25

Operator: Intermediate Unit
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 10	1	0.04
Locations:				
Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26

Operator: Intermediate Unit
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 10	1	0.04
Locations:				
Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27

Operator: Intermediate Unit
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	13 to 15	2	0.04
Locations:				
Middle School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #28

Operator: Intermediate Unit
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 11	2	0.04
Locations:				
Middle School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #29

Operator: Intermediate Unit
PROGRAM SEGMENTS

Type of	Level of Support	Age Range	Caseload	FTE

Support				
Itinerant	Deaf and Hearing Impaired Support	4 to 7	2	0.04
Locations:				
Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	11	0.64
Locations:				
Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	5	0.36
Locations:				
Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Student Services	All Buildings	1
School Psychologist	Primary School	1
School Psychologist	Intermediate School	1
School Psychologist	Middle School	0.5
School Psychologist	High School	0.5
Instruction Aide	Primary School	1
Instruction Aide	Primary School	1
Instruction Aide	Primary School	1
Instruction Aide	Primary School	1
Instruction Aide	Primary School	1
Instruction Aide	Primary School	1
Instruction Aide	Primary School	1
Instruction Aide	Primary School	1
Instruction Aide	Primary School	1
Instruction Aide	Primary School	1
Instruction Aide	Primary School	1
Instruction Aide	Primary School	1
Instruction Aide	Primary School	1
Instruction Aide	Primary School	1
Instruction Aide	Intermediate School	1
Instruction Aide	Intermediate School	1

Instruction Aide	Intermediate School	1
Instruction Aide	Intermediate School	1
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Instruction Aide	Middle School	1
Instruction Aide	Middle School	1
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Instruction Aide	Middle School	1
Instruction Aide	Middle School	1
Instruction Aide	Middle School	1
Instruction Aide	Middle School	1
Instruction Aide	Middle School	1
Instruction Aide	High School	1
Instruction Aide	High School	1
Instruction Aide	High School	1
Instruction Aide	High School	1
Instruction Aide	High School	1
Instruction Aide	High School	1
Instruction Aide	High School	1
School Nurse	Primary School	1
School Nurse	Intermediate School	1
School Nurse	Middle School	1
School Nurse	High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt. of Time per Week
Occupational Therapist	Outside Contractor	1 Days
Occupational Therapist	Outside Contractor	5 Days
Physical 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:

In September 2010, the Chartiers Valley School District committed to a strategic planning process that engaged the members of our school community and created a new future for our district. At that point, we made a conscious decision not to take the easy out by relying on short-term fixes. Two years in and we're still dedicated to implementing our comprehensive strategic plan.
While we're disappointed in certain areas of district PSSA performance, we also see validation in our commitment to our strategic plan initiatives. For example, our Middle School continues to improve its academic performance and we largely base this success on the implementation of Pennsylvania's Response to Instruction and Intervention (RtII). RtII is a multi-tiered system that allows teachers to monitor student achievement and alter their instruction to meet the varied needs of individual students.

We began using RtII at the Primary and Intermediate Schools last year. While we knew success would not be immediate, we are pleased to see that progress is being made. We anticipate an even greater positive impact on student learning and achievement next year.
Last year Chartiers Valley also embarked on a mission to revise our English language arts curriculum in kindergarten through twelfth grade. The purpose was to create a series of courses that are aligned to one another as well as the Pennsylvania State and Common Core Standards. This was an intense process that took considerable time and effort on the part of our teachers and administrators. However, by taking the time to do it right, we believe our new curriculum creates a framework for student success in the future.

In addition, the district is working to improve our level of mathematic instruction in kindergarten through eighth grade. We're currently working with other districts to ensure our curriculum is aligned to the Pennsylvania State and Common Core Standard. In addition, we're utilizing the expertise of an instructional coach in mathematics to ensure that the level of instruction in our K-8 classrooms will prepare our students for success.

There is no one-size-fits-all solution to increasing the rigor and relevance throughout a school district. All districts, schools and students are different. That's why we involved community

members, parents, students, School Board members, faculty/staff and administrators in our strategic planning process. As we move forward, we remain committed to the strategic framework and action plans that we believe will push the district to become a more dynamic organization, focused on meeting the individual needs of every student.

District Accomplishments

Accomplishment #1:

Response to Instruction and Intervention (RtII)

At Chartiers Valley, we believe it's critical that we prepare each and every student for success by providing them with a strong academic background. Our strategic planning process helped us identify student needs and create solutions to ensure we're pursuing academic excellence at Chartiers Valley.

For example, we know that many students in kindergarten through eighth grade had a significant need for improvement in reading – a core fundamental skill that cannot be overlooked. We began implementing Pennsylvania's Response to Instruction and Intervention (RtII) plan for students in sixth through eighth grade in 2009. The following year, we expanded RtII to the Primary and Intermediate Schools, now reaching students in Kindergarten through eighth grade. RtII is a multi-tiered system that allows teachers to monitor student achievement and alter instruction to meet the varied needs of individual students.

Overall, we have been successful with the implementation of RtII Reading K-8. Not only have student reading skills improved K-8, we have also seen that high school students who received RtII support prior to starting high school are able to read more complex text at the high school level.

Since implementing, we are constantly evaluating and making changes in order to best meet the needs of our students. This includes new administrative leadership in all of our buildings. It also includes the creation of positions such as RtII Coaches and a Literacy Coach.

In addition, we began implementing RtII in mathematics for grades K-8 during the 2014-15 school year. Like RtII reading, RtII math is a multi-tiered approach that enables our teachers to individualize instruction and supports to meet the needs of each student.

At Chartiers Valley, students come first. We've always been a strong district in Allegheny County and we continue to inspire academic excellence throughout the district by adapting our curriculum and instruction to meet the individual needs of every student and prepare them all for success.

Accomplishment #2:

Advanced Placement, College in the High School and Project Lead the Way Courses

ADVANCED PLACEMENT

Over the past 7 years, we have been working to increase our AP course offerings. We now offer Biology, Calculus AB, Calculus BC, Chemistry, English Literature, English Language, Java, Macroeconomics, Microeconomics, Physics 1, Physics 2, Physics C Mechanics, Physics D Electricity & Magnetism, Psychology, Spanish, Statistics, Studio Art (2D Design), Studio Art (3D Design), Studio Art (Drawing), United States History and United States Government & Politics.

Chartiers Valley School District is looking forward to continuing its partnership with NIMSI for professional development and support for our teachers and students.

Chartiers Valley School District is participating in the National Math + Science Initiative (NMSI). The district received a three year $926,000 grant that is being used to support our AP program, including the cost of exams and teacher training, at Chartiers Valley.

COLLEGE IN THE HIGH SCHOOL (CIHS)
College in the High School (CIHS) permits high school students to take university-level courses as part of their regular high school day. Chartiers Valley teachers, in cooperation with California University of Pennsylvania, Duquesne University, Rochester Institute of Technology (RIT) and the University of Pittsburgh offer these courses during the regular high school day. The cooperating university has approved both the courses and the teachers that are part of the college in high school program. These classes provide an opportunity for students to challenge themselves in high school and possibly earn college credit.

Currently the following courses are offered as college in the high school classes:

College in the High School Courses (CIHS):
CAD - Computer Assisted Drawing 2
CIHS Statistics
CIHS Calculus
CIHS C++
CIHS Chemistry
CIHS Physics
CIHS Spanish 4A
CIHS French 4
CIHS German 4
CIHS World Literature 12
CIHS Communications/Rhetoric
CIHS Shaping of the Modern World

Project Lead the Way (PLTW) Courses:
Computer Integrated Manufacturing
IED Digital Electronics
Introduction to Engineering Design
Principles of Engineering
Civil Engineering and Architecture

Accomplishment #3:
STEM K-12

Chartiers Valley High School was recognized by the FETC for having one of the top 10 STEM programs in the country as a STEM Excellence Award finalist. The STEM Excellence Awards, which are supported by the FETC, were created to recognize excellence and innovation in the field of STEM education at the primary, middle and high school levels.

Chartiers Valley School District earned "District of Distinction" recognition from District Administration magazine. Chartiers Valley was recognized for our K-12 STEM (Science, Technology, Engineering, and Math) program. "We are pleased to honor Chartiers Valley as a District of Distinction," says JD Solomon, editorial director at District Administration magazine. "Like all our honorees, Chartiers Valley School District serves as a model for school leaders across the country." According to District Administration magazine, "Districts of Distinction is a national recognition program created by District Administration magazine to honor school districts that are leading the way with new ideas that work."

Chartiers Valley has also established the Locomotion Lab at the Intermediate School (grades 3-5). The Locomotion Lab is a learning environment that combines art and science through exploration of robotics, design and repurposing materials. The goals of the Locomotion Lab are to provide hands-on experiences and a creative means to teach science and technology to students. In addition, the Intermediate School has implemented STEAM Nights for students and their families.

The Chartiers Valley Primary School has created a STEAM lab that is used as part of their school STEAM initiative -- Building STEAM K-2. The goal of this project is to provide each student the opportunity to engage in STEAM learning. Age appropriate modules have been designed for each grade level at the Primary School (grades K-2).

Many of our STEAM programs have been created or advanced with support from foundations and grants, including the Benedum Foundation, The Grable Foundation, Chevron and the Allegheny Intermediate Unit's Center for Creativity, Arts and Technology.

Accomplishment #4:
Adoption of Google Ecosystem

More than five years ago Chartiers Valley School District moved away from a traditional client/server based email system to the cloud based, Google Apps for Education (GAFE). During this transition period every employee was trained and had their accounts migrated to Gmail.

Over the last five years the technology department and building leadership has methodically worked together to expand the use of GAFE beyond simple email to better utilize the tools that Google makes freely available. During the 2014-2015 school year Google accounts were created for students and piloted at the Chartiers Valley Middle School. This pilot proved very successful and was rolled out district wide the following year.

Staff members are now becoming more comfortable working within the Google Ecosystem. Staff members have reported that GAFE has improved collaboration amongst colleagues as well as students and afforded a new level of creativity that is being integrated into their learning environments. Google's new Classroom product has improved teachers' ability to extend learning outside the traditional classroom and allowed students 24/7 access to valuable course materials. It has also been a successful management system that has enabled the use of less paper correspondence at the high school level.

The 2015-2016 School Year has brought the unifying piece to the puzzle, the Chromebook. Over 160 Chromebooks were deployed in the Chartiers Valley Middle and Intermediate Schools at the start of the year. Teachers have reported that the Chromebooks along with GAFE have allowed them to easily increase the levels of differentiation as well as elevate collaborative and innovative learning.

Accomplishment #5:

Chartiers Valley School District is implementing "No Place for Hate" in all of our schools. These programs increase cultural awareness and promoting acceptance among all students. Students and staff are inspired to continue to change our school culture to model one where there is no place for hate.

No Place for Hate is a self-directed program helping all of the stakeholders take the lead on improving and maintaining school climate so all students can thrive. To be designated No Place for Hate; a school must complete the following:

- Needs assessment

- Formation of a No Place for Hate committee

- Signing of the Resolution of Respect

- One A World of Difference® Institute anti-bias or bullying prevention training program (optional in some regions)

- Design and implementation of three school-wide anti-bias or bullying prevention activities

Upon completion of the required program components, schools receive a No Place for Hate banner that can be proudly displayed in the school.

No Place for Hate is in its 4th year with the District and is now k-12. The model although successful can always be improved upon and we continuously look to do so for our students, staff, and communities.

District Concerns

Concern #1:

A concern is the lack of growth from our non-identified students. While our subgroups are showing growth our students in upper elementary and middle school are not meeting the growth expected from PDE.

Concern #2:

The district needs to evaluate its math curricula k-12 to ensure it providing solid foundational skills and areas of growth at the secondary levels in multiple content areas.

Concern #3:

The District wants to be proactive regarding students mental health, resiliency, and social learning.

Concern #4:

Being able to meet the needs of students struggling with mental health issues and having a district liaison with the community and social services.

Concern #5:

Ensuring students graduate from Chartiers Valley who are able to work collaboratively, problem solve, and communicate in a global society.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #0)* Create equitable learning opportunities for students to reach their full individual potential.

Aligned Concerns:

A concern is the lack of growth from our non-identified students. While our subgroups are showing growth our students in upper elementary and middle school are not meeting the growth expected from PDE.

Ensuring students graduate from Chartiers Valley who are able to work collaboratively, problem solve, and communicate in a global society.

Systemic Challenge #2 *(Guiding Question #0)* Align curriculum to drive academic growth.

Aligned Concerns:

A concern is the lack of growth from our non-identified students. While our subgroups are showing growth our students in upper elementary and middle school are not meeting the growth expected from PDE.

The district needs to evaluate its math curricula k-12 to ensure it providing solid foundational skills and areas of growth at the secondary levels in multiple content areas.

Systemic Challenge #3 *(Guiding Question #0)* Provide a safe and secure learning environment for all students.

    Aligned Concerns:

        The District wants to be proactive regarding students mental health, resiliency, and social learning.

        Being able to meet the needs of students struggling with mental health issues and having a district liaison with the community and social services.

Systemic Challenge #4 *(Guiding Question #0)* Provide a robust curricular and extracurricular programing while ensuring sound fiscal responsibility.

    Aligned Concerns:

        The district needs to evaluate its math curricula k-12 to ensure it providing solid foundational skills and areas of growth at the secondary levels in multiple content areas.

        Ensuring students graduate from Chartiers Valley who are able to work collaboratively, problem solve, and communicate in a global society.

Systemic Challenge #5 *(Guiding Question #2)* Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Systemic Challenge #6 *(Guiding Question #3)* Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Systemic Challenge #7 *(Guiding Question #1)* Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

District Level Plan

Action Plans

Goal #1: Create equitable learning opportunities for students to reach their individual potential.

Related Challenges:

- Create equitable learning opportunities for students to reach their full individual potential.

Indicators of Effectiveness:

Type: Annual

Data Source: Future Ready Index

Specific Targets: Professional development regarding sound instructional practices, Professional development in differentiated instruction, Pre-Kindergarten opportunities, Internships, College and Career Focus

Type: Annual

Data Source: Naviance

Specific Targets: Naviance will assist in keeping track of secondary student college and career opportunities

Type: Annual

Data Source: EdInsight

Specific Targets: EdInsight will assist in monitoring and tracking data on students. This will enable the district to identify student needs and monitor student progress.

Type: Annual

Data Source: BrightBytes Survey

Specific Targets: Annually the district teachers, students, and community are surveyed regarding their utilization, understanding and needs with technology, professional development, and district needs.

Strategies:

Create equitable academic opportunities for students to reach their full potential.

Description:

The Chartiers Valley School District is dedicated to creating equitable opportunities for its students to reach their full potential. We will develop academic excellence through rigorous learning, innovation, and community partnerships. We will use the PDE SAS to build and update rigorous curriculum framework, plan and provide professional development opportunities, and to align assessment opportunities that provide data for reflection on instructional strategies and academic achievement. Teacher professional development opportunities will center on the use of SAS and data tools such as EdInsight.   All staff will have access to EdInsight along with SAS, in order to implement a curriculum framework connected to the PA standards and researched instructional practices. Teacher leaders and district administrators will plan professional development based on individual and department needs in implementing the framework. The use of teacher evaluations, assessment data, curriculum needs and teacher suggestions will serve as a method for selecting professional development opportunities.   IUs, PDE, and regional/community business/workforce partners will also help develop comprehensive professional development for the district and learning opportunities for the students.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

SAS/Teacher Effectiveness Professional Development

Description:

At Chartiers Valley teachers will continue to participate in professional development which will train them in the use of and updates to the Standards Aligned System. This professional education will move beyond the standards to encompass resources that will enable teachers to provide and implement engaging lessons for their students. Teachers will also use the resources associated with the Teacher Effectiveness program and Danielson's Framework. The SAS system will allow for specific, individualized professional education. The Standards Aligned System will provide for differentiated professional education to address the data collected through the evaluation.

Start Date: 8/1/2019   **End Date:** 6/30/2022

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

Supported Strategies:

- Create equitable academic opportunities for students to reach their full potential.

Partnerships with post-secondary institutions, work force partners, trade and skilled trainings, businesses and corporations

Description:

Through partnerships the Chartiers Valley School District will provide equitable opportunities for its students to make connections enabling them to explore individualized learning opportunities.

Start Date: 8/1/2019   **End Date:** 8/1/2022

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

Supported Strategies: None selected

Pre-Kindergarten and early learning opportunities

Description:

Chartiers Valley plans to collaborate with the Allegheny Intermediate Unit to implement a full day pre-k program in our district. The district also plans to utilize data team meetings, MTSS, progress monitoring and

through professional development equip teachers to meet the needs of our students.

Start Date: 8/1/2019   **End Date:** 8/1/2022

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

Supported Strategies: None selected

BrightBytes Survey

Description:

The district is surveyed to better assess the needs in regards to learning and technology utilization and needs.

Start Date: 8/1/2019   **End Date:** 8/1/2022

Program Area(s): Professional Education

Supported Strategies: None selected

Goal #2: Provide a learning platform for "life ready graduates" who are able to collaborate, problem solve, and communicate in a global society.

Indicators of Effectiveness:

Type: Annual

Data Source: Advanced Placement Data

Specific Targets: Every graduate will have post-secondary education/career pathway identified and the skills needed to be successful.

Type: Annual

Data Source: PLTW Data

Specific Targets: Students choosing to take part in the PLTW curriculum will have exposure and opportunities to prepare themselves for careers and training once graduated from Chartiers Valley.

Type: Annual

Data Source: NOCTI data

Specific Targets: Students choosing to take part in the NOCTI curriculum will have exposure and opportunities to prepare themselves for careers and training once graduated from Chartiers Valley.

Type: Annual

Data Source: College and Career Readiness Indicators

Specific Targets: Starting within grade 3 and continuing through graduation students have the opportunities to explore college and career options.

Type: Annual

Data Source: Future Readiness Index

Specific Targets: The state Future Readiness Index will assist the district in reflective assessment and curricular processes. The annual review of the Future Readiness Index will assist the district in annual data review and alignment/reorganizations of curricula.

Type: Annual

Data Source: Life Ready Graduate Profile

Specific Targets: Utilization of "the portrait of a graduate" template to implement and make connections with businesses and community.

Strategies:

Create equitable academic opportunities for students to reach their full potential.

Description:

The Chartiers Valley School District is dedicated to creating equitable opportunities for its students to reach their full potential. We will develop academic excellence through rigorous learning, innovation, and community partnerships. We will use the PDE SAS to build and update rigorous curriculum framework, plan and provide professional development opportunities, and to align assessment opportunities that provide data for reflection on instructional strategies and academic achievement. Teacher professional development opportunities will center on the use of SAS and data tools such as EdInsight.   All staff will have access to EdInsight along with SAS, in order to implement a curriculum framework connected to the PA standards and researched instructional practices. Teacher leaders and district administrators will plan professional development based on individual and department needs in implementing the framework. The use of teacher evaluations, assessment data, curriculum needs and teacher suggestions will serve as a method for selecting professional development opportunities.   IUs, PDE, and regional/community business/workforce partners will also help develop comprehensive professional development for the district and learning opportunities for the students.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Align curriculum to drive academic growth.

Description:

Through the establishment of the district's curriculum council we will have the foundational structure for curricular review and hopefully alignment. This incorporates a process and procedure to support annual curricular review, academic accountability, and fiscal responsibility into our curriculum K-12.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Creating life ready graduates

Description:

Create opportunities that include content mastery, civics, leadership, and service, healthy living and awareness, digital literacy and technical proficiency.

Start Date: 8/1/2019   **End Date:** 8/1/2022

Program Area(s): Student Services

Supported Strategies:

- Create equitable academic opportunities for students to reach their full potential.
- Align curriculum to drive academic growth.

Goal #3: Provide robust curricular and extracurricular programing while ensuring sound fiscal responsibility.

Related Challenges:

- Provide a robust curricular and extracurricular programing while ensuring sound fiscal responsibility.

Indicators of Effectiveness:

Type: Annual

Data Source: Annual Budget

Specific Targets: The goal of the Chartiers Valley School District is to maintain fiscal responsibility while offering robust programs for its community.

Type: Interim

Data Source: Capital Improvement Plan

Specific Targets: The Chartiers Valley School District will develop and periodically review its five year capital improvement plan for its facilities.

Type: Annual

Data Source: Programming and Curricular Offerings

Specific Targets: The Chartiers Valley School District prides itself on the ability to offer robust programming while maintaining fiscal responsibility.

Strategies:

Create equitable academic opportunities for students to reach their full potential.

Description:

The Chartiers Valley School District is dedicated to creating equitable opportunities for its students to reach their full potential. We will develop academic excellence through rigorous learning, innovation, and community partnerships. We will use the PDE SAS to build and update rigorous curriculum framework, plan and provide professional development opportunities, and to align assessment opportunities that provide data for reflection on instructional strategies and academic achievement. Teacher professional development opportunities will center on the use of SAS and data tools such as EdInsight.   All staff will have access to EdInsight along with SAS, in order to implement a curriculum framework connected to the PA standards and researched instructional practices. Teacher leaders and district administrators will plan professional development based on individual and department needs in implementing the framework. The use of teacher evaluations, assessment data, curriculum needs and teacher suggestions will serve as a method for selecting professional development opportunities.   IUs, PDE, and regional/community business/workforce partners will also help develop comprehensive professional development for the district and learning opportunities for the students.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Provide a learning platform for life ready graduates who are able to collaborate, problem solve, and communicate in a global society.

Description:

We will provide opportunities to foster creativity through experiences in and out of the classrooms to develop the whole child.

SAS Alignment: None selected

Capital Improvements Plan

Description:

The Chartiers Valley School District will create and periodically review its capital improvements plan. This plan will assist is in planning proactive measures for facilities and programing. Through the planning the District can better gauge and prioritize expenditures and district needs.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Marketing Campaigns

Description:

Through marketing strategies and capital improvement planning specific areas will be targeted to provide fiscal relief for district funds. Through funding strategies the district will be able to garner "revenue" through nontraditional sources.

Start Date: 8/1/2019   **End Date:** 8/1/2025

Program Area(s): Professional Education

Supported Strategies: None selected

Goal #4: Align curriculum to drive academic growth.

Related Challenges:

- Align curriculum to drive academic growth.

Indicators of Effectiveness:

Type: Annual

Data Source: EdInsight

Specific Targets: Creation of curriculum council, cycle, etc.

Strategies:

Provide robust curricular and extracurricular offerings while maintaining sound fiscal responsibility.

Description:

A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

SAS Alignment: Curriculum Framework

Curriculum Council

Description:

Create a district-wide curriculum council to review and deliberate on district curricula. Within the council the curricula will go through a 6 year cycle in which each year is specified. Also, the curricular hosting system will be established.

SAS Alignment: Standards, Assessment, Curriculum Framework, Materials & Resources, Safe and Supportive Schools

EdInsight

Description:

The utilization of EdInsight will enable our teachers and administrators to house curricula in a consistent format and location and will enable the district to utilize the analytical tool which EdInsight houses.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Curricular alignment

Description:

Creation of curriculum council for alignment of curriculum and implementation with fidelity of said curriculum.

Start Date: 8/1/2019   **End Date:** 8/1/2022

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

Supported Strategies: None selected

Curriculum Council

Description:

Creation of curriculum council will enable the focus and structure and planning of targeted and aligned curricula

Start Date: 8/1/2019   **End Date:** 8/1/2019

Program Area(s): Professional Education

Supported Strategies: None selected

EdInsight

Description:

Purchase, import data, and train district the feature and utilization of EdInsight for curriculum and for data

Start Date: 8/1/2019   **End Date:** 8/1/2020

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

Supported Strategies: None selected

Goal #5: Provide a safe and secure learning environment for all students.

Related Challenges:

- Provide a safe and secure learning environment for all students.

Indicators of Effectiveness:

Type: Annual

Data Source: Safe Schools Report, Act 44 mandates and regulation

Specific Targets: SWIBIS, Infinite Campus Data (attendance and discipline)

Strategies:

Create safe and secure learning environments

Description:

By focusing on mental health, student services, relationships with local law enforcement and outside agency's the school district will hope to better provide safe and secure learning environments for its students .

SAS Alignment: None selected

Implementation Steps:

Provide safety and secure learning environments

Description:

Through physical evaluations of district facilities we will conduct safety assessments regularly. This can be done through in house safety experts or outside agencies such as the state police and or safety assessment teams.

Maintain relationships and expand upon relationships with local law enforcement.

Start Date: 8/1/2019   **End Date:** 8/1/2022

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

Supported Strategies: None selected

Creation of Threat Assessment Team

Description:

Through training and specific processes the district will create a threat assessment team to assist in measures to serve students in the realms of mental health.

Start Date: 8/1/2019   **End Date:** 1/8/2020

Program Area(s): Student Services

Supported Strategies: None selected

Social Emotional Curricula

Description:

Create classes which are age appropriate and assist students in social emotional intelligence.

Start Date: 8/1/2019   **End Date:** 1/8/2022

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

Supported Strategies: None selected

Goal #6: Create equitable learning opportunities for students to reach their full individual potential.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: EdInsight, PVAAS, eMetric, ESSA

Specific Targets: Individual and group academic progress and growth

Strategies:

Implementation Steps:

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.

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

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

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

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

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

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

Affirmed by Mark Kuczinski on 3/1/2019

Board President

Affirmed by Johannah Vanatta on 2/15/2019

Superintendent/Chief Executive Officer