

Twin Valley SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

4851 N. Twin Valley Road
Elverson, PA 19520
(610)286-8600
Superintendent: Dr. Robert Pleis
Director of Special Education: Dr. Christopher Watson

Planning Process

To develop the District's Comprehensive Plan, those who comprise the planning committee met as a whole group and as different "interest" groups during 4 weeks in April 2018. The whole group planning committee is comprised of 80 people including representatives from following stakeholder groups: Students, parents, board members, intermediate unit representatives, business representatives, college representatives, teachers and administrators. As we worked through the district plan, meetings were held in the district office conference rooms, or in the high school classrooms, cafeteria or library. The committees met at least four times for purposes of developing goals in each of the following areas: Shared Values, Mission, and Vision, Special Education, Technology, Safety, Wellness, Structures of Learning, Communications/Community and Teaching and Learning.

Building level plans were developed with involvement of the entire teaching staff. Meetings were held in June and August to accomplish these plans.

The superintendent, assistant superintendent, human resources director, transportation director, student services director, operations director, technology director, and the athletic director oversaw the planning process as a whole and within the mentioned specific areas of interest. Eight building administrators also served as co-leaders of the district committees as well as planned and led the building-level planning process.

To communicate information, the district invited the public, presented to the board, and will post the plan for 28 days for public review. E-mail blasts from the district were sent to the entire parent group to invite them to participate. Personal invitations were sent to other stakeholder groups. E-mail blasts were sent to those who served on the district and/or school committees advising them of upcoming meetings and providing insight to needed information for particular sections of the plan.

Another forum for communicating information is through school board meetings, especially during instructional committee meetings. The special education plan was presented publicly in March 2018 and approved in April 2018. It was submitted to the state. It is posted on the district website. In October 2018, the final draft of the district plan will be presented to the school board. The draft will

be posted for 28 days for public review and then brought to final approval in November, 2018. The plan will be submitted to the state by November 30, 2018.

Mission Statement

Twin Valley School District will cultivate a supportive, engaging educational community for all students by designing learning opportunities that are personalized, meaningful, career oriented and enhance lifelong learning.

Vision Statement

Every Student, Every Day

Shared Values

We believe in making decisions focused on the welfare, safety, and education of our students.

We believe in creating a welcoming supportive environment that encourages independent exploration and celebrates diversity.

We believe in using technology in a responsible way to enhance education and provide students opportunities to learn problem solving and purposeful communication.

We believe in developing a strong relationship between all stakeholders and encouraging participation in the education community.

Educational Community

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

There are many local organizations with diverse activities within the district. Berks, Chester and nearby Lancaster County are well known for their many cultural centers, museums, historical reenactments, fairs, festivals, and recreational facilities. Locally, there are community based service organizations such as the Twin Valley Community Education Foundation, Lions Club, and the Rotary

Club. Many scholarships are available to qualified students from a variety of sources on the local, the county and state levels.

Planning Committee

Name	Role
Matthew Barber	Administrator : Professional Education Schoolwide Plan
Brenda Boyer	Administrator : Special Education Schoolwide Plan
Dr. Gerald Catagnus	Administrator : Professional Education Schoolwide Plan
William Clements	Administrator : Special Education Schoolwide Plan
Chasity Cooper	Administrator : Professional Education Schoolwide Plan
Stacy Dunleavy	Administrator : Professional Education
Kelly Edwards	Administrator : Schoolwide Plan
John Guiseppe	Administrator : Schoolwide Plan
Rita Haddock	Administrator : Professional Education Schoolwide Plan
Cynthia Mather	Administrator : Schoolwide Plan
Dr. Robert Pleis	Administrator : Professional Education Special Education Schoolwide Plan
Dr. Lorraine Sakoian	Administrator : Professional Education Special Education Schoolwide Plan
Craig Sell	Administrator : Professional Education Special Education Schoolwide Plan
Dr. Christopher Stango	Administrator : Professional Education Schoolwide Plan
Alison Bolt	Board Member : Professional Education Schoolwide Plan
John Burdy	Board Member : Professional Education Schoolwide Plan
Gary McEwen	Board Member : Professional Education Special Education Schoolwide Plan
Douglas Metcalfe	Board Member : Special Education
Christine Osborn	Board Member : Professional Education Special Education Schoolwide Plan
April Trego	Board Member : Professional Education Schoolwide Plan
Dan Hartzman	Business Representative : Professional Education

	Schoolwide Plan
Dan Richards	Business Representative : Professional Education Schoolwide Plan
Jodi Corbett	Community Representative : Professional Education Schoolwide Plan
Mark Slider	Community Representative : Professional Education Special Education Schoolwide Plan
Steve Amore	Ed Specialist - Nutrition Service Specialist : Schoolwide Plan
Elizabeth Techman	Ed Specialist - Other : Professional Education Schoolwide Plan
Karen Alshefski	Ed Specialist - School Nurse : Professional Education Schoolwide Plan
Jennifer Burns	Elementary School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
Michele McClure	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Sara McHale	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Courtney Moyer	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Sharon Huggins	High School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
Theresa Falcon	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Jennifer Moyer	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Andrew Stine	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Karen Worrell	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Amy Pines	Middle School Teacher - Special Education : Professional Education Special Education Schoolwide Plan
Sandra Deemer	Parent : Schoolwide Plan
Ellen Diguardo	Parent : Professional Education Schoolwide Plan
Kimberly Duke	Parent : Professional Education Schoolwide Plan
Jennifer Eversmyer	Parent : Special Education

Tim Gage	Parent : Professional Education Schoolwide Plan
Marnie Gage	Parent : Professional Education Schoolwide Plan
Jessica Gobright	Parent : Professional Education Schoolwide Plan
Nancy Hafer	Parent : Special Education
Kristi King	Parent : Special Education
Tracy Phillips	Parent : Schoolwide Plan
Angela Quinn	Parent : Special Education
Marjori Rickards	Parent : Professional Education Schoolwide Plan
Margaret Scott	Parent : Professional Education Schoolwide Plan
Tara Shreiner	Parent : Professional Education Schoolwide Plan
Alexis Siriani	Parent : Professional Education Schoolwide Plan
Erica Springer	Parent : Professional Education Schoolwide Plan
Brenda Taylor	Parent : Special Education
Maureen Wodnick	Parent : Professional Education Schoolwide Plan
Daniel Wodnick	Parent : Professional Education Schoolwide Plan
Dan Wolfgang	Parent : Schoolwide Plan
Julie Matla	Special Education Director/Specialist : Special Education
Annabella Acinapura	Student : Professional Education Schoolwide Plan
Abby Arbegast	Student : Schoolwide Plan
Abby Baumgard	Student : Professional Education Schoolwide Plan
Kat Beauvais	Student : Professional Education Schoolwide Plan
Meghan Hartey	Student : Professional Education Schoolwide Plan
Justin Monaghan	Student : Schoolwide Plan
Kane Santiago	Student : Professional Education Schoolwide Plan
Dr. Christopher Watson	Student Services Director/Specialist : Professional Education Special Education Schoolwide Plan

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies,	Accomplished	Accomplished

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

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

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

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

- PA Core Standards: English Language Arts

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- PA Core Standards: English Language Arts

Unchecked answers

None.

Middle Level

Checked answers

- PA Core Standards: English Language Arts

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

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

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

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

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.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

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

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.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

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

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.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

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

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.

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

Instruction

Instructional Strategies

Checked Answers

- Formal classroom observations focused on instruction

- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers

- Administrators

Unchecked Answers

- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

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

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

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

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

Elementary Education-Intermediate Level

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

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

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

Middle Level

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

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

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

arts and social studies, teachers use the TVSD Literacy Framework and the Common Core Standards to move higher level students beyond the grade level content standard.

High School Level

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

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

In the high school, leveled grouping takes place within the regular classroom using student assessment data. Students in need of additional instruction in reading are scheduled during Flex period to receive small group direct targeted instruction. Math students can be scheduled for yearlong math (in a semester system) based on need in meeting the content standards. Classroom teachers use differentiated instruction to meet students at their current instructional level and within their current learning style. Gifted students benefit from the differentiated instruction within the regular classroom and also have the opportunity to take advanced level classes in each core content area. Gifted students have the opportunity to meet with the Gifted Support teacher during the flex period on a daily basis.

Recruitment

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

All teachers hired undergo screening by the administration. Administrators use criteria including screening for highly qualified status before interviews are scheduled. Prospective teachers are interviewed by a team of administrators and rated on a TVSD created rubric. Candidates are also asked to submit a writing sample that is scored by the administration as part of the process. Second round interviews are conducted by the Superintendent, Human Resources Director and/or Assistant Superintendent. References are checked and board approval sought for each successful candidate.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	28.00	28.00	28.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	2.00	2.00	2.00
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	8.00	8.00	8.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

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

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

- II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
 - Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities		X				
Career Education and Work		X				
Civics and Government		X				
PA Core Standards: English Language Arts		X				
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				

PA Core Standards: Mathematics		X				
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X				
World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Keystone Exams			X	X
PSSA/PASA		X	X	
Written Work by Students	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Textbook Assessment			X	X
Study Island		X	X	
LEA Mathematics Series	X	X	X	X
4Sight		X		
Fountas and Pinnell	X	X		
Teacher Developed Common CBE's	X	X	X	X

Formative Assessments

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

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
DRA	X	X	X	

Running Records	X	X	X	
Textbook Assessments	X	X	X	X
Classroom Diagnostic (CDT)			X	X
STAR Reading Assessment			X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

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

Development and Validation of Local Assessments

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

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

Collection and Dissemination

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

Performance Tracker is used to collect Keystone, DRA, PSSA, Units of Study Writing Assessments and school developed common assessment data. School level spreadsheets are also used to collect DRA, writing, and spelling assessment data. CDT data is stored in the PA system portal. STAR Reading data is stored in the system's portal. Teachers are trained to

analyze data in teams at the building level. Data teams meet regularly throughout the year and discussions are facilitated by principals.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

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

Assessment Data Uses

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.

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

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

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

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
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

Provide brief explanation of the process for incorporating selected strategies.

Parent letters announcing the PSSA and Keystone testing windows and explaining the testing are sent home to parents prior to the testing windows. These parent letters and other important information regarding testing are hosted on building websites as well. PSSA and Keystone individual student score reports are mailed directly home to parents when they become available from PDE. PSSA and Keystone performance data is presented publicly in fall by the administration during a school board meeting. The school calendar lists testing dates for all grade levels involved in standardized testing. The high school student handbook and course selection guides describe the requirements for graduation including Keystone proficiency.

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

This narrative is empty.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

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

Programs, Strategies and Actions

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	
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				
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:

We are in the process of looking into a school police officer through various grant opportunities.

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 district's awareness activities are conducted annually to inform the public of the gifted education services and programs offered through the newspaper, district newsletter, student handbooks and school website.

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

Identification of gifted children is based on a multi-criteria based system. The district's elementary gifted teacher does a universal screening at the end of third grade by reviewing PSSA scores. Teachers or parents can also recommend students for gifted evaluations. A preliminary screening form (K-Bit) is completed by the guidance counselor. Parent permission to evaluate is gathered. School psychologists conduct the screenings and gather evidence from the parents and teachers and report findings to parents and administrators through. Students who are both gifted and special education receive support and services within the regular classroom per IEP and GIEP goals.

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

The multiple criteria used to determine potentially mentally gifted students includes the following: Cognitive Aptitude (Full scale IQ, General ability index, Verbal comprehension index, Fluid reasoning index, and Visual-spatial reasoning index). Academic Achievement (Reading Comprehension and/or Written Expression, and Mathematics problem solving). Teacher endorsement, and Parent/Guardian endorsement. The following assessments are currently in use in the district's gifted screening process (K-Bit for initial screening, and the WPPSI for ages 5-7 and the WISC for over 7 years old).

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 gifted support services offer differentiation, individualization, enrichment and acceleration. The elementary gifted support services are designed to foster higher level thinking skills and creativity in a small group setting. Identified gifted students engage in rigorous lessons and activities created to extend their learning in varied content areas and beyond. The elementary gifted support services teacher also works with classroom teachers to differentiate the curriculum and provide resources for use the regular education setting. The middle school gifted support services are designed to foster higher level thinking skills and creativity in a small group or whole group setting. Identified gifted students engage in research and projects developed to extend their learning in various content areas. The gifted support teacher is scheduled to lead gifted seminars during related arts periods and is a co-teacher on rotating basis in sections with gifted students. The goal of the gifted support services at Twin Valley High School is to facilitate unique and challenging learning opportunities for identified students. Students will be encouraged to select rigorous classes and to choose enriching extracurricular/co-curricular activities. Throughout high school, gifted students are supported as they explore career options in their areas of interest. Students are also encouraged to invest in their local community, while expanding their world view. The high school gifted support teacher meets with gifted students daily during the flex period.

Developmental Services

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	X
Wellness/Health Appraisal	X	X	X	X
Child Guidance Services are available in all building locations.	X	X	X	X

Explanation of developmental services:

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

Diagnostic, Intervention and Referral Services

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
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:

Twin Valley works with outside agencies to provide a well-rounded offerings of diagnostic, intervention and referral services. Counselors and learning support teachers are the main contacts in most cases with these outside agencies.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

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

Communication of Educational Opportunities

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

Twitter and Facebook.				
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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

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

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

Community Coordination

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

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

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

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

Preschool Agency Coordination

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

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

The district host both an Early Intervention Program and a Pre-K Counts Program administered by the Berks County Intermediate Unit. A yearly meeting is held to coordinate transition services for students transitioning from the early intervention program. Plans are put in place for a smooth transition with the family and district staff.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

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

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.

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

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

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

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.

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

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

This narrative is empty.

SAS Incorporation**Elementary Education-Primary Level**

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

Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
Early Childhood Education: Infant-Toddler& K, First, Second Grade	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected

SAS materials are used by teachers whenever applicable and available.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected

SAS materials are used by teachers whenever applicable and available.

Middle Level

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

	Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected

SAS materials are used by teachers whenever applicable and available.

High School Level

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

American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected

SAS materials are used by teachers whenever applicable and available.

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.

No, we have another early warning system that we are currently utilizing.

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	X	X	X	X

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

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

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

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

This narrative is empty.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
9/2/2013 All staff completed 3 hours of Act 126 training in 2013. New staff must complete it prior to hiring date.
The LEA plans to conduct the required training on approximately:
4/16/2019 All staff will complete 3 hours of Act 126 training in 2015. New staff must complete the training prior to hiring.

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:
1/15/2016 All staff completed Act 71 training in 15-16 and every year for 1 hour conducted by counselors and SAP staff.
6/8/2017 All staff completed Act 71 training in 16-17 and every year for 1 hour conducted by counselors and SAP staff.
6/8/2018 All staff completed Act 71 training in 17-18 and every year for 1 hour conducted by counselors and SAP staff.
The LEA plans to conduct the training on approximately:
6/7/2019 All staff will complete 1 hour of Act 71 training in 18-19 during the extra hour professional development time scheduled by each building principal.
6/5/2020 All staff will complete Act 71 training in 19-20 and every year for 1 hour conducted by counselors and SAP staff.
6/4/2021 All staff will complete Act 71 training in 20-21 and every year for 1 hour conducted by counselors and SAP staff.

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

Questions
The LEA plans to conduct the training on approximately:
6/7/2019 Educators that are teaching the curriculum in which Child Exploitation Awareness Education program is incorporated will receive 4 hours of training.

Strategies Ensuring Fidelity

Checked answers

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

- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

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

A committee of Administrators and teachers use student data, teacher needs survey results, observation data, and information on new initiatives to develop a professional development plan for each school year. Multiple professional development opportunities are also offered during the summer.

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

This narrative is empty.

Induction Program

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

None.

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

Inductees meet for 3 full day training sessions prior to the start of the school year. During these sessions inductees are familiarized with the best practices utilized by the district and introduced to their mentor. Throughout the school year, mentees, mentors and building principals meet monthly to review domains of the Danielson Rubric for Educators. A plan for induction sessions has been developed by the Induction Coordinator and quarterly meetings are led by administrators. The inductees keep a log of activities, they are required to meet with their building level administrator and colleagues throughout the process. Inductees must keep a portfolio to be examined by administration upon their completion of the induction program.

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.

During the summer induction sessions, new teachers complete a needs assessment. The results of the needs assessment along with the domains of the Danielson Rubric for Educators are incorporated in the quarterly induction meetings. Inductees maintain a log of all activities including observations, meetings, and professional development activities. Along with the log they must keep a reflection journal that is reviewed with an administrator periodically. Upon completion of the induction program a portfolio review must take place with the Assistant Superintendent.

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).
- Mentors and inductees must have compatible schedules so that they can meet regularly.
- Mentors are chosen by building administrators based upon their expertise, leadership abilities, and past experiences. Mentors are given a 1/2 day training session on instructional coaching prior to the school year.

Unchecked answers

None.

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

Mentors are chosen by building administrators based upon their expertise, leadership abilities, and past experiences. Mentors are required to meet with their assigned teacher weekly as well as observe in their classroom and provide feedback monthly.

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

This narrative is empty.

Induction Program Timeline

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

If necessary, provide further explanation.

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

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

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

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.

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

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **615**

Identification Method

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

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

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

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

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

There are disproportionalities in the following areas:

1. Emotional Disturbance and Intellectual Disability which the Twin Valley School District has less than the state average.
2. Other Health Impaired students are disproportionate because of an increase in the percentage of the population of ADHD and ADD.

The district is addressing the disproportionate rate of Other Health Impairment through working with our Psychologists and Guidance Counselors on the appropriate use of the 504 plan to support students with ADHD.

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

representative. During the meeting, LRE is discussed and further reviewed. We provide psychological services to review each student's evaluation report and services to review each student's IEP.

3. The Twin Valley School District does meet its obligations under 1306, but with difficulty. The school district is not in a position to be in the facility at all times, therefore we are unable to fully maintain that the implementation of special education programming is to the standard it would be if it was a part of the district. It is important to note, however, that the district and Abraxas are working together to remedy some of the common concerns and barriers in an effort to provide appropriate programming. The Twin Valley School District Director of Student Services schedules meetings/visits with Administration from Abraxas throughout the Year to review progress and concerns regarding Special Education.

Incarcerated Students Oversight

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

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

The Abraxas Academy is located in the Twin Valley School District. Currently, Abraxas has a Special Education Supervisor who serves as a liaison to the Twin Valley School District. The Special Education Supervisor from Abraxas works with Twin Valley School District Administration to coordinate special education services, discuss concerns and procedures, and to collaborate in decision making.

The Twin Valley School District reviews Evaluation reports and IEP's when the liaison deems it necessary. The Director of Student Services has a schedule to meet with the Abraxas Administration throughout the year to review Special Education procedures and updates.

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.
1. The Twin Valley School District prides itself on the very inclusive environment it provides to students. Students are provided with various supports including, but not limited to, behavior support, life skills support, co-taught environments, supplementary aides, specific accommodations and/or curriculum modifications/adaptations. School based Child Study Teams meet monthly to discuss supports and needs of students. Intervention action plans outline data based goals for students to be successful in the regular classroom setting. If students are still unable to be successful with significant supports in place, we provide more significant supports in alternative settings, where the student can be successful and achieve their individual goals based on their IEP.
 2. We have implemented a variety of programmatic supports that include evidence or research based instructional materials for reading and math across grade levels, as well as classes that support the varied needs of students. We have added staff positions within the district including behavior support teachers, a life skills teacher at the middle school, and a learning support teacher at the high school. We have provided training in many areas over the past few years. We have used our local intermediate units and PaTTAN to update our staff on best practices. Specifically, learning support teachers have been trained in using a continuum for students with intellectual disabilities, Safety Care, Teaching Relevant Behavior Skills, Executive Functioning Skills, De-Escalation, FBA (Functional Behavioral Assessment) training, Speech Interventions for Classroom teachers, Behavior Strategies, and PASA training.
 3. We work diligently to include students in the regular education setting, as demonstrated by our 87.4% itinerant inclusion rate. Our students enrolled in other settings is higher than the state average at 7.4%. Currently, we have developed a plan to reduce outside placements. The plan includes school based team meetings and data collection from the classroom. School based teams meet and review the data and plan for supports and intervention in the classroom. Follow-up meetings are held and new data is examined prior to any consideration of an outside placement. As an IEP team, we meet to determine the least restrictive environment for students and on occasion, that is not at the home school. Students are then placed based on where the IEP team feels the student would be most successful. The Student Services Coordinator continues to participate in IEP meetings at the out placement and works with the staff and student to accomplish goals and plan for return to the district when appropriate.

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

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

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

Behavior support

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

Positive behavior support plans

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

of positive verbal statements as a reward for good behavior to specific tangible rewards.

Regular Program Of Training

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

References:

1. School Code – 24 P.S. Sec. 510
2. State Board of Education Regulations – 22 PA Code Sec. 14.101, 14.133, 14.143
3. Individuals With Disabilities Education Act – 20 U.S.C. Sec. 1400 et seq.
4. Individuals With Disabilities Education, Title 34, Code of Federal Regulations – 34 CFRPart 30

Positive Behavior Support

Twin Valley School District employs positive behavior support programs throughout its buildings. Schoolwide positive behavior support at the elementary level includes: Raider Rewards, Bucket Filling, Kindness Week, and other building wide programs. Twin Valley Middle School employs a wide range of positive behavior supports including a Student Advisory Program (Raider Pride), Student Leadership training, Raider Rewards (positive reinforcement), Restorative Practices and Peer Mentoring. There are two teachers who are also Restorative Practices trainers employed in the middle school who provide support and professional development. The Twin Valley High School continues the student leadership training through LINK, Student Council and Pay it Forward (schoolwide initiative). The high school staff employs Restorative Practices in student disputes whenever appropriate. Two programs in the high school also support students with behavioral needs as they work towards participation in the regular classroom. The Bridges program, allows students a supportive environment for learning and behavior support. A full time teacher and learning support teacher develop goals for students to achieve while being supported through small group tutoring and guidance related lessons daily. A classroom aide provides additional support in the classroom of 10-12 students. Certified core area teachers support student academics through a daily small group tutoring rotation. As students achieve academic, social and behavioral goals, return the regular classroom is supported on a phase-in basis. Additionally, the STEP program supports students who need some level of additional support for 1 or 2 classes on transition back to the regular classroom. A fulltime learning support teacher works with students in goal setting and academics as they transition fully. For students demonstrating behavior issues within the classroom, a behavioral RTI (Response to Intervention) was developed. At the elementary and middle school, the district employs behavior support teachers in each building. The behavior support teachers conduct Behavioral RTI assessments of the classroom environment on a 3 Tier System. Tier 1 examines the regular classroom environment, Tier 2 examines specified behavior

supports put in place for the individual student and Tier 3 involves a functional behavior assessment and possible referral for evaluation by a school psychologist. Each building holds monthly meetings with Child Study Teams to examine the classroom and school supports and interventions for students of need. The behavior support teachers work hand in with the classroom teacher on a push-in basis. They help to develop rewards and positive support systems as well as model appropriate techniques for teachers.

Safety Care

There are two certified Safety Care trainers on staff at the Twin Valley School District. Regular trainings and re-certifications take place throughout the year. De-escalation workshops are provided for aides and teachers during the school year and summer professional development. Each building established a Safety Care team that can respond in the case of a crisis. The team consists of administration, guidance and trained teachers. A Safety Care plan for each building outlines who would respond if needed. The primary focus of our Safety Care teams is de-escalation, or removal of other students from the area in case of a student exhibiting dangerous behaviors. The last resort would involve restraint, only if immediate danger of harm to the student or others was exhibited. Any restraints within the district are reported through the electronic restraint reporting system to the state.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
 2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
 3. Discuss any expansion of the continuum of services planned during the life of this plan.
1. The school district has developed an inclusive environment that provides multiple levels of support for students within the regular education setting. Co-teaching practices are used at all levels to provide access to the general education curriculum to all students. Various positive behavioral supports are implemented and life skills supports are provided in the regular education setting. Additional training will be planned in conjunction with the BCIU, PaTTAN, and other agencies to provide a higher level of support for students with special education needs in the regular education setting.
 2. The school district works collaboratively with all agencies that are responsible for providing services for identified students. District staff attends interagency meetings such as transition council meetings, and Early Intervention meetings. Guidance Counselors work with MH/ID (Mental Health/Intellectually Disabled), SAM (Service Access Management), Children and Youth Services, Child Guidance Services and Juvenile Probation in order to

deliver appropriate programming and supports. The Special Education Department invites case managers and Professional Service Providers to IEP team meetings.

3. The school district will continue to use the interagency approach to improve its program capacity through ongoing communication with other agencies that support students with disabilities. The district plans to continue to expand its continuum of services for students with visual impairment during the life of this plan.

Strengths and Highlights

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

1. Twin Valley School District is committed to an educational program that provides all students the opportunity to develop and succeed to their highest potential. Our district-wide inclusionary practices provide assistance to students with disabilities within the general education setting, allowing access to the regular education curriculum to the maximum extent possible. Special education services are delivered through our co-teaching practices, differentiated classrooms, and a multitude of supports and strategies implemented by all personnel at all levels.
2. Our vision is that co-teaching will continue to develop and provide support for all students. Co-teaching teams consist of a general education teacher and a special education teacher at all levels. Additionally, co-teaching duty is assigned to some core area teachers in the middle school to serve in another grade level classroom on a rotation.
3. One of the strengths of our co-teaching program is common planning time, which has significantly increased the effectiveness of classroom instruction. This deliberate scheduling is built into the master schedule and demonstrates the level of commitment and support from building and district administrators. Deliberate scheduling of co-taught sections and the hand scheduling of special education students helps to ensure appropriate supports in the classroom. Heterogeneous groups at all levels support an inclusive climate, as all students belong to all teachers. Programs to support this relationship between students and teachers exist at all levels. Advisories at the middle level, Restorative Practices at the senior high level, and Responsive Classrooms at the elementary level enhance the personal connection between staff and students.
4. Behavior Support in the three elementaries and the middle school has been a hallmark of the district's inclusionary setting. Behavior Support teachers support both students and teachers making access to the regular classroom the goal for all students. Regular professional learning, a Behavioral RTI system and collaboration are essential to the success of our students.
5. Classrooms at Twin Valley School District are differentiated in three areas - instruction is differentiated to accommodate many learning styles, materials are

differentiated according to individual student learning styles and needs, and student learning is evaluated using differentiated assessment. Regular education teachers and special education teachers receive side by side instruction in combined training sessions on best practices and curriculum related professional development sessions. Other professional activities held in common include assessment scoring, and data analysis. Regular education teachers have also received training in making accommodations and modifications.

6. Data is used to drive decisions on instructional practices, student groupings, and IEP goals. Twin Valley School District uses various methods to track data and make it accessible to all professional staff. Teachers are provided with standardized test data, PSSA data, common assessment data, and IEP data in a readily accessible format. Special education teachers have received several trainings regarding assessment for IEP present levels of educational performance. Currently, teachers are assessing students in the areas of phonemic awareness, reading fluency, comprehension, written expression, math fluency and math computation. Progress monitoring then ensures that students are making continued progress within their classes. Instructional practices stem from evidence-based methods and student performance continues to improve. As student's progress to the secondary level, transition services drive IEP programs and goals. Career counseling is provided with many opportunities for real life experiences such as internships and work study programs. Post-secondary educational workshops are offered and students are encouraged to explore the opportunities available. Trainings are offered to parents and students on accessing services in college and as an adult.
7. At Twin Valley School District, a continuum of services is part of our inclusive model, with learning, emotional, and life skills being mainly delivered in the regular classroom setting. Supplementary aids and services support students within the regular classroom setting, providing greater access to the regular education curriculum. Support services include OT, PT, speech and language, assistive technology, personnel such as interpreters, psychiatrists, psychologists, IU support for training and programming, and community agencies. District transportation allows students to participate in internships, work-study programs, after school activities, and sports activities. Students who require specialized personnel to access extra-curricular activities are provided that support. Community partnerships provide support to both students and families.
8. Professional development has been a very important part of the development of Twin Valley School District's special education program. The district has participated in training offered at PaTTAN and through Berks County Intermediate Unit to increase the support options that can be offered to students. Every special education student is taught by a highly-qualified teacher. School-wide professional development in content areas help learning support teachers and paraprofessionals become masters of curriculum. School-wide behavior support training and the implementation of two district initiatives in Restorative Practices and Responsive Classrooms provides the basis of our behavioral support program. Parent resources and links to trainings are available on the Student Services website and emailed to parents monthly.

9. Supports in the classroom take many forms. Learning support teachers have consultation time with regular education teachers and students in the classroom. Leveled texts and differentiated materials allow all students access to the curriculum. Tiered lessons and scaffolding are instructional strategies that support student learning. Time is provided during the school day for pre-teaching and re-teaching of material and concepts. Peer tutoring and peer helpers work with students providing additional support. Technology is used in the curriculum and many forms of assistive technology allow students greater access to classroom experiences.

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
Abraxas Academy	Incarcerated	Abraxas Academy	35

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Devereux Brandywine	Approved Private Schools	Emotional Support	1
Devereux Cares	Approved Private Schools	Autistic Support,	1
Child Career and Development Center	Special Education Centers	Emotional Support, Autistic Support; Multiple Disability Support; Learning Support and Life Skills Support	17
Camp Hill	Approved Private Schools	Life Skills Support	6
The Vanguard School	Approved Private Schools	Emotional Support, Autistic Support	3
NWHS	Special Education Centers	Autistic Support	1
CSF Buxmont	Special Education Centers	Learning Support, Emotional Support	3
CCIU Learning Center	Special Education Centers	Emotional Support, Learning Support	4
CCIU REACH	Special Education Centers	Emotional Support	2
Devereux Day School	Approved Private Schools	Emotional Support	1
Hogan Learning	Special Education Centers	Autistic Support	1
New Story Perkiomen	Special Education Centers	Emotional Support	1
New Story	Special	Autistic Support	1

Wyomissing	Education Centers		
Overbrook School for the Blind	Approved Private Schools	Blind of Visually Impaired Support	1
Pressley Ridge School for the Deaf	Approved Private Schools	Deaf or Hard of Hearing Support	1
White Clay School	Special Education Centers	Emotional Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 15	26	1
Locations:				
Twin Valley MS - SD	A Middle 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	Learning Support	13 to 15	26	1
Locations:				
Twin Valley MS - JG	A Middle School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	21	0.95
Locations:				
Twin Valley MS	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 12	1	0.05

Locations:				
Twin Valley MS	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	3	0.4
Locations:				
Twin Valley MS	A Middle 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 13	1	0.1
Locations:				
Twin Valley MS -	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	16	0.9
Locations:				
Twin Valley HS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	19 to 19	1	0.1
Locations:				
Twin Valley HS	A Senior High School Building	A building in which General Education programs are operated		

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

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

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	15	1
Locations:				
Twin Valley HS	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	36	1
Justification: Itinerant Speech Students are serviced individually and in the elementary building where grades span from K-4.				
Locations:				
Twin Valley School District	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 15	10	1
Justification: Speech Therapist services students in grades 5-12.				
Locations:				
Twin Valley School District	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	28	1
Justification: Itinerant Speech Therapist sees students across elementary schools that service students in grades K-4.				
Locations:				
Twin Valley School District	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 15	4	1
Justification: Itinerant Vision Teacher Services students across the district through the Berks County Intermediate Unit				
Locations:				
Twin Valley School District	A Middle School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 29, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	11	0.5
Locations:				
Twin Valley High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	15	1
Locations:				
Twin Valley MS	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Learning Support	10 to 11	16	1
Locations:				
Twin Valley MS -	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 10	6	0.9
Locations:				
Robeson EC	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	7 to 7	1	0.1
Locations:				
Robeson EC	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	9 to 9	1	0.1
Locations:				
Robeson EC	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	7 to 7	1	0.1
Locations:				
Robeson EC	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	6 to 9	13	0.8
Locations:				
Robeson EC	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 10	3	0.2
Locations:				
Robeson EC	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	5 to 10	10	0.3
Justification: Due to co-teaching at the Elementary Level, teachers may service students on their caseloads from grades Kindergarten through Grade 4.				
Locations:				
Robeson EC	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	9 to 10	3	0.3
Locations:				
Robeson EC	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	9 to 9	1	0.2
Locations:				
Robeson EC	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	12	0.5
Locations:				
Twin Valley EC	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	5 to 7	2	0.2
Locations:				
Twin Valley EC	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 5	1	0.3

Locations:				
Twin Valley EC	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 10	2	0.4
Locations:				
Twin Valley EC	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	9 to 10	12	0.4
Locations:				
Twin Valley EC	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	9 to 10	2	0.2
Locations:				
Twin Valley EC	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 8	4	0.6
Locations:				
Honeybrook EC	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	6 to 9	10	0.2
Locations:				
Honeybrook EC	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	6 to 9	2	0.2
Locations:				
Honeybrook EC	An Elementary School	A building in which General Education		

	Building	programs are operated		
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Program Position #21*Operator: School District***PROGRAM SEGMENTS**

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

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	11	0.4
Justification: Honey Brook EC serves students from kindergarten through grade 4. The special education teachers work with students in all grades and therefore it is not uncommon for them to work with both a kindergarten student and a 4th grade student on the same caseload.				
Locations:				
Honeybrook EC	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 8	1	0.1
Locations:				
Honeybrook EC	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%)	Life Skills Support	8 to 8	1	0.1
Locations:				
Honeybrook EC	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 9	2	0.3
Locations:				
Honeybrook EC	An Elementary 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	8 to 8	1	0.1

Locations:				
Honeybrook EC	An Elementary School Building	A building in which General Education programs are operated		

Program Position #23*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 8	3	0.33
Locations:				
Twin Valley School District	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 13	3	0.33
Locations:				
Twin Valley School District	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	16 to 18	3	0.34
Locations:				
Twin Valley School District	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 14	1	0.1
Locations:				
Twin Valley HS	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	Learning Support	14 to 18	17	0.9
Locations:				
Twin Valley HS	A Senior High School Building	A building in which General Education programs are operated		

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

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

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	18	0.9
Locations:				
Twin Valley HS	A 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	14 to 14	1	0.1
Locations:				
Twin Valley HS	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 19	7	0.5
Locations:				
Twin Valley HS	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	Life Skills Support	14 to 17	3	0.25
Locations:				
Twin Valley HS	A 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%)	Life Skills Support	17 to 20	3	0.25
Locations:				
Twin Valley HS	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	19 to 19	1	0.1
Locations:				
Twin Valley HS	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 18	2	0.2
Locations:				
Twin Valley HS	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	4	0.3
Locations:				
Twin Valley HS	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	Learning Support	14 to 19	15	0.4
Justification: Due to students staying additional years in school through the banking of the Diploma, caseloads may include students outside of the age range.				
Locations:				
Twin Valley HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 17	2	0.15
Locations:				
Twin Valley HS	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	Learning Support	14 to 18	11	0.85
Locations:				
Twin Valley HS	A Senior High 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
Itinerant	Learning Support	10 to 12	7	0.5
Locations:				
Twin Valley MS	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	11 to 12	4	0.25
Locations:				
Twin Valley MS	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 12	4	0.25
Justification: The Teacher works with Itinerant Students in multiple inclusion classrooms during the school day.				
Locations:				
Twin Valley MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #31*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	21	1
Locations:				
Twin Valley MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #32*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 12	1	0.05
Locations:				
Twin Valley MS	A Middle 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 12	19	0.95
Locations:				
Twin Valley MS	A Middle School Building	A building in which General Education programs are operated		

Paraprofessional	HBEC	0.43
Paraprofessional	HBEC	0.86
Paraprofessional	HBEC	0.86
Paraprofessional	HBEC	0.86
Paraprofessional	HBEC	0.86
Paraprofessional	HBEC	0.86
Paraprofessional	HBEC	0.86
Paraprofessional	REC	0.86
Paraprofessional	REC	0.86
Paraprofessional	REC	0.86
Paraprofessional	REC	0.86
Paraprofessional	REC	0.86
Paraprofessional	REC	0.86
Paraprofessional	REC	0.86
Paraprofessional	REC	0.86
Paraprofessional	TVEC	0.43
Paraprofessional	TVEC	0.86
Paraprofessional	TVEC	0.86
Paraprofessional	TVEC	0.86
Paraprofessional	TVEC	0.86
Paraprofessional	TVEC	0.86
Paraprofessional	TVHS	0.86
Paraprofessional	TVHS	0.86
Paraprofessional	TVHS	0.86
Paraprofessional	TVHS	0.86
Paraprofessional	TVHS	0.86
Paraprofessional	TVMS	0.86
Paraprofessional	TVMS	0.86
Paraprofessional	TVMS	0.86
Paraprofessional	TVMS	0.86
Paraprofessional	TVMS	0.86
Student Services Coordinator	Central Office	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Hearing Impaired Support	Intermediate Unit	1 Hours
Vision Support	Intermediate Unit	16 Hours
Orientation and Mobility Training	Intermediate Unit	2.6 Hours
Occupational Therapy	Outside Contractor	100 Hours
Physical Therapy	Outside Contractor	27 Hours

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:

Across the district, all schools have identified needs and challenges in the following areas: 1) Set and monitor learning goals and provide a safety net for struggling learners, 2) Collect, analyze, monitor and use data systematically for informed decision making, 3) Expand students engagement in preparation for college, post-secondary training, and in-demand careers, 4) Consistently develop opportunities for distributive leadership and shared decision making between staff and administration, 5) Collaboratively work to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning, 6) Design, develop and evaluate authentic learning experiences incorporating technology and e-resources and 7) Allocate time, resources and access to ensure ongoing professional growth in technology integration.

District Accomplishments

Accomplishment #1:

Teaching and Learning: Units of Study in Reading and Writing is aligned to our Literacy Framework and is implemented in grades K-8. Common summative assessments in reading and writing are administered, stored in Performance Plus, and analyzed by teachers and administrators quarterly. The common language and instructional practices are powerful tools to help with student growth.

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

Accomplishment #2:

Communication/Community: Twin Valley School District has implemented a monthly e-newsletter for the staff and community. The district utilizes its webpage to inform the community of important announcements and posts a district calendar. The district webpage includes a page for each part of the organization including staff contact information and access to important documents and links. The district utilizes social media platforms such as Facebook and twitter to keep the public

informed. Through its Schoolmessenger platform, staff and parents are informed through phone and email blasts of important information.

Accomplishment #3:

Structures of Learning: The district is focusing on enhancing its learning spaces to enhance student collaboration and flexibility. More flexible seating has become available in recent years in classrooms and the libraries. The district has put together a plan for 2019-2020 to unify the middle school schedule which is currently running on two different schedules in one building.

Accomplishment #4:

Student Wellness: The district implemented a K-8 Allergy Safe Snack list through the work of a Wellness Committee. The Wellness Committee was comprised of parents, students, teachers, administrators, community members and board members. The Wellness Committee will meet quarterly to review concerns related to Student Wellness in the district.

Accomplishment #5:

Technology: Improvements are continuously being made in the area of technology. Recent improvements include: upgrading the infrastructure, deployment of interactive boards, and upgraded computer labs in Project Lead the Way and Graphic Design. The district began the first year of a two year 1:1 device rollout for grades 5-12. The district hired a technology coach to instruct teachers and support them in the classroom with using the devices effectively.

District Concerns

Concern #1:

Teaching and Learning: Set and monitor learning goals and provide a safety net for struggling students. Collect analyze, monitor, and use data systematically for informed decision making. Expand students' engagement in preparation for college, post-secondary training and in-demand careers.

Concern #2:

Technology: Create a 1:1 environment using the Google platform and the ChromeOS devices. Coordinate the acquisition of internet connectivity for those families who experience connectivity challenges. Educate families on the aspects of technology their students are expected to use, as well as technology-fueled societal trends. Research and implement a new student information system and new financial information system. Research and implement a learning management platform capable of supporting our teaching and learning practices. Continue to audit and improve the technology infrastructure ensure that all district goals and processes remain viable.

Concern #3:

Structures of Learning: Create a middle school schedule change to optimize staff and instructional time. Design and develop classroom and learning spaces to enhance student collaboration and flexibility.

Concern #4:

Communication/Community: Collaboratively work to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning. Provide information in various formats through different media outlets in order to ensure communication with staff and stakeholders.

Concern #5:

Student Wellness: Review district Wellness Policy. Address needs for Allergy-Free snacks in classrooms. Address needs for mental health services for students in need.

Concern #6:

Safety and Security: Conduct safety assessments of each of the buildings in conjunction with local responders and county level Emergency Planning Departments. Participate in a tabletop active threat exercise with emergency responders. Plan for staff training in "Stop the Bleed".

Prioritized Systemic Challenges

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

Aligned Concerns:

Teaching and Learning: Set and monitor learning goals and provide a safety net for struggling students. Collect analyze, monitor, and use data systematically for informed decision making. Expand students' engagement in preparation for college, post-secondary training and in-demand careers.

Technology: Create a 1:1 environment using the Google platform and the ChromeOS devices. Coordinate the acquisition of internet connectivity for those families who experience connectivity challenges. Educate families on the aspects of technology their students are expected to use, as well as technology-fueled societal trends. Research and implement a new student information system and new financial information system. Research and implement a learning management platform capable of supporting our teaching and learning practices. Continue to audit and improve the technology infrastructure ensure that all district goals and processes remain viable.

Safety and Security: Conduct safety assessments of each of the buildings in conjunction with local responders and county level Emergency Planning Departments. Participate in a tabletop active threat exercise with emergency responders. Plan for staff training in "Stop the Bleed".

Systemic Challenge #2 (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

Structures of Learning: Create a middle school schedule change to optimize staff and instructional time. Design and develop classroom and learning spaces to enhance student collaboration and flexibility.

Communication/Community: Collaboratively work to establish a culture that encourages and welcomes families and community members and seeks ways in which to engage them in student learning. Provide information in various formats through different media outlets in order to ensure communication with staff and stakeholders.

Student Wellness: Review district Wellness Policy. Address needs for Allergy-Free snacks in classrooms. Address needs for mental health services for students in need.

Safety and Security: Conduct safety assessments of each of the buildings in conjunction with local responders and county level Emergency Planning Departments. Participate in a tabletop active threat exercise with emergency responders. Plan for staff training in "Stop the Bleed".

District Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Annual

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

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

Type: Annual

Data Source: Student learning goals, progress monitoring sheets, list of safety net for struggling students, agendas, sign-in sheets, charts, reports to board.

Specific Targets: Use professional development time to set and monitor learning goals and provide a safety net for struggling students.

Type: Annual

Data Source: Agendas indicating data analysis, student progress reports, meeting notes.

Specific Targets: Use professional development time to collect analyze, monitor, and use data systematically for informed decision making.

Type: Annual

Data Source: Agendas, sign-in sheets.

Specific Targets: Plan for "Stop the Bleed" trainings for staff members.

Type: Annual

Data Source: Agendas, sign-in sheets, professional development materials, surveys.

Specific Targets: Allocate time, resources and access to ensure ongoing professional growth in technology integration.

Type: Annual

Data Source: Agendas, sign-in sheets, professional development materials, surveys, feedback.

Specific Targets: Develop opportunities for distributive leadership and shared decision making between staff and administration.

Strategies:

Distributive Leadership

Description:

Consistently develop opportunities for distributive leadership and shared decision making between staff and administration.

SAS Alignment: None selected

Technology Integration

Description:

Design, develop and evaluate authentic learning experiences incorporating technology and e-resources.

Allocate time, resources and access to ensure ongoing professional growth in technology integration.

SAS Alignment: Instruction, Materials & Resources

Data analysis

Description:

School personnel will use data to drive decision making.

SAS Alignment: Assessment***Implementation Steps:***

Plan and implement professional development based on the needs of the staff.

Description:

Step 1: A professional development schedule will be developed based on staff needs in the areas of distributive leadership, safety, data analysis and technology integration.

Step 2: The professional development will be given during in-service days on the professional calendar and be based on staff needs in relation to state and district initiatives.

Step 3: Staff will complete evaluation forms on the relevance and quality of the professional development.

Step 4: A report will be given to the school board on the professional development and the feedback from the staff.

Step 5: Incorporate Distributive Leadership in the development and implementation of the professional learning experiences.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Distributive Leadership
- Technology Integration
- Data analysis

Goal #2: Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: Sign-in sheets, agendas, lists of district events ensuring family and community support.

Specific Targets: Collaboratively work to establish a culture that encourages and welcomes families and community members and seeks ways to engage them in student learning. Increased parent participation in parent trainings, Back to School Nights, PTOs, Comprehensive planning, committees and parent/teacher conferences.

Type: Annual

Data Source: Sign-in sheets, agendas, lists of district events ensuring family and community support. New middle school schedule feedback from stakeholders.

Specific Targets: Create a new middle school schedule change to optimize staff and instructional time. Design and develop classroom and learning spaces to enhance student collaboration and flexibility.

Type: Interim

Data Source: Creation of 5 capstone courses, one in each Career Pathway using Project Based Learning format.

Specific Targets: Expanded student engagement in preparation for college, post-secondary training and in-demand careers.

Type: Annual

Data Source: Increased social media presence. Begin to utilize video to deliver messages or provide parent trainings.

Specific Targets: Provide information in various formats through different media outlets in order to ensure communication with staff and stakeholders.

Strategies:

Community support

Description:

Enlist community support for district initiatives.

SAS Alignment: None selected

Professional Learning

Description:

Planned activities to enhance professional growth.

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

Implementation Steps:

Collaboratively work to establish a culture that encourages and welcomes families and community members and seeks ways to engage them.

Description:

Step 1: Increase parent participation in parent trainings, Back to School Nights, PTOs, committees and parent/teacher conferences.

Step 2: Develop building plans to target increased participation of parents.

Step 3: Expand use of social media outlets to communicate events.

Step 4: Increase use of video to film parent trainings and post online

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Community support

Create a new middle school schedule change to optimize staff and instructional time.

Description:

Step 1: Create a new middle school schedule change to optimize staff and instructional time. Share with staff and community for open feedback.

Step 2: Create a FAQ for the website based on stakeholders' questions.

Step 3: Make plans with bus contractors.

Step 4: Build schedule in student information system. Communicate to parents.

Step 5: Develop bus schedules.

Start Date: 7/1/2019 **End Date:** 6/30/2020

Program Area(s):

Supported Strategies:

- Community support

Design and develop classroom and learning spaces to enhance student collaboration and flexibility.

Description:

Step 1: Evaluate the needs for flexible learning spaces and flexible seating arrangements throughout the district

Step 2: Design and develop flexible learning spaces and flexible seating arrangements in classrooms

Step 3: Secure funding through grants or building budgets

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Professional Learning

Expand student engagement in preparation for college, post-secondary training and in-demand careers.

Description:

Step 1: Align high school courses with Berks County Pathways Systems

Step 2: Attend sector Advisory Groups at the BCIU

Step 3: Work collaboratively with department leaders to assess needs of staff for training and resources.

Step 4: Design and implement Capstone Courses in each of the 5 Pathways.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Professional Learning

Provide information in various formats through different media outlets in order to ensure communication with staff and stakeholders.

Description:

Step 1: Increase use of Twitter and Facebook for district communication

Step 2: Ensure communication is ongoing and presented in multiple formats

Step 3: Create an updated District Profile, print and make available

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies: None selected

Appendix: Professional Development Implementation

Step Details

LEA Goals Addressed:		Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.			Strategy #1: Distributive Leadership Strategy #2: Technology Integration Strategy #3: Data analysis		
Start	End	Title			Description		
					Step 1: A professional development schedule will be developed based on staff needs in the areas of distributive leadership, safety, data analysis and technology integration.		
					Step 2: The professional development will be given during in-service days on the professional calendar and be based on staff needs in relation to state and district initiatives.		
7/1/2019	6/30/2022	Plan and implement professional development based on the needs of the staff.			Step 3: Staff will complete evaluation forms on the relevance and quality of the professional development.		
					Step 4: A report will be given to the school board on the professional development and the feedback from the staff.		
					Step 5: Incorporate Distributive Leadership in the development and implementation of the professional learning experiences.		
		Person Responsible Superintendent, Assistant Superintendent,			SH 6.0	S 10	EP 250
					Provider TVSD	Type IU	App. Yes

Principals,
technology
personnel, building
level leaders

Knowledge	PDE initiatives, literacy, standards based alignment, school safety, technology integration, data analysis
Supportive Research	Literacy, Writing, Technology, Curriculum, Standards Based Alignment, School Safety Protocols, Data Analysis Protocols
Designed to Accomplish	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For classroom teachers, school counselors and education specialists:	
For school and district administrators, and other educators seeking leadership roles:	<p>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.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
Training Format	LEA Whole Group Presentation Series of Workshops

School Whole Group Presentation
 Department Focused Presentation
 Professional Learning Communities
 Offsite Conferences

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Asst Supt / CEO / Ex School counselors Paraprofessional	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles		Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

LEA Goals Addressed:	Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student	Strategy #1: Professional Learning
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participation in the learning process.

Start	End	Title			Description		
					Step 1: Align high school courses with Berks County Pathways Systems		
7/1/2019	6/30/2022	Expand student engagement in preparation for college, post-secondary training and in-demand careers.			Step 2: Attend sector Advisory Groups at the BCIU		
					Step 3: Work collaboratively with department leaders to assess needs of staff for training and resources.		
					Step 4: Design and implement Capstone Courses in each of the 5 Pathways.		
		Person Responsible	SH	S	EP	Provider	Type
		Assistant Superintendent, High School Principals	1.0	6	40	Twin Valley School District, Berks County IU	IU
							App.
							Yes

Knowledge

College and Career readiness skills and programming.

Supportive Research

PA Career Standards

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Empowers educators to work effectively with parents and community partners.

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

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

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

learning.

Training Format	LEA Whole Group Presentation Offsite Conferences	
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Asst Supt / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists	Grade Levels 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 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. Review of participant lesson plans Review of written reports summarizing instructional activity Portfolio

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Gary McEwen on 4/24/2018

Board President

Affirmed by Robert Pleis on 4/24/2018

Superintendent/Chief Executive Officer