

Juniata Valley SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

7775 Juniata Valley Pike
PO Box 318
Alexandria, PA 16611
(814)669-9150
Superintendent: Michael Zinobile
Director of Special Education: Lisa Coble

Planning Process

The Juniata Valley School District has engaged in a continuous improvement model designed to continually review and update policies, goals, methods, and infrastructure to increase student outcomes.

The district's primary goal is to follow the district mission which is to "Prepare Students for Life." To that end, the district has sought to increase the percentage of students who attend two and four year trade schools, colleges, and universities.

The district has solicited many comments and ideas from constituents and faculty members. Additional focus groups and faculty workshops aimed to better align district operations with the mission statement will also be conducted.

Mission Statement

The Juniata Valley School District prepares our students for life.

Vision Statement

The Juniata Valley School District prepares students for the 21st century by creating thoughtful, knowledge seeking, self-motivated graduates.

Students will be prepared by:

- Ensuring the district has a challenging academic program that addresses individual student needs

- Leading and participating in community and school based activities that promote respect, integrity and responsibility
- Ensuring that all students create and evaluate career and life goals as part of their growth and development
- Encouraging individual, group, and societal accountability
- Ensuring that as members of a global society, students learn how to access, critically evaluate and utilize information

Shared Values

JVSD Shared Values:

- We believe our community is an integral part of the school and the school is an integral part of the community.
- We believe all schools must provide a safe, secure learning environment.
- We value a rigorous academic curriculum that promotes communication, collaboration, and innovation designed to prepare students to access and critically evaluate information so that they can thrive in an ever-changing global society.
- We value multiple types of learning experiences that engage students, encourage the pursuit of life interests, and assist in the development of personal goals.
- We value, recognize, and respect diversity and celebrate the individual differences that make us all unique.
- We value and celebrate the accomplishments of our students and our community members.

Educational Community

The Juniata Valley School District is a rural district in South Central Pennsylvania. The district is sparsely populated throughout its nearly 135 square miles except in the boroughs of Alexandria and Petersburg. The district has two schools: Juniata Valley Elementary School and Juniata Valley Junior Senior High School. In 2019, the district had 760 students and 66 teachers. The administrative team is made up of a Superintendent, a Business Manager, a Director of Student Services, a Director of Information Technology, a Maintenance Supervisor and two building Principals (one for each site).

The Elementary School has both primary and intermediate grades.

Primary grades are Kindergarten through Third (3rd) grade.

Intermediate grades are Fourth (4th) grade through Fifth (5th) grade.

The Junior Senior High School has junior high and senior high grades.

Junior High grades are Sixth (6th) through Eighth (8th) grade.

Senior High grades are Ninth (9th) Grade through Twelfth (12th) grade.

The planned courses of instruction and the assessment programs are matched to the Pennsylvania State and Pennsylvania Core Standards, Anchors, and Eligible Content. The district uses a continuous improvement data analysis and instruction model. Each year PSSA data and Keystone data are used to evaluate instruction and programming.

Planning Committee

| Name | Role |
|------------------|--|
| Lisa Coble | Administrator : Professional Education Special Education |
| Michael Estep | Administrator : Professional Education |
| Jessica Quinter | Administrator : Professional Education |
| Joshua Wakefield | Administrator : Professional Education Special Education |
| Michael Zinobile | Administrator : Professional Education Special Education Schoolwide Plan |
| Keith Beamer | Business Representative : Professional Education |
| Erica Mowrer | Business Representative : Professional Education |
| Dennis Johnson | Community Representative : Professional Education |
| Nathan Mowrer | Community Representative : Professional |

| | |
|---------------------|---|
| | Education |
| Stephanie Maslanik | Ed Specialist - Other : Professional Education Schoolwide Plan |
| Hope Smith | Ed Specialist - School Counselor : Professional Education |
| Karen Baker | Elementary School Teacher - Regular Education : Professional Education |
| Bobbi Manyara | Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan |
| Katy Jo Miller | Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan |
| Christy Chamberlain | Elementary School Teacher - Special Education : Professional Education Special Education |
| Raylene Russell | High School Teacher - Regular Education : Professional Education |
| Dan Waite | High School Teacher - Special Education : Professional Education Special Education |
| Cheryl Latten | Middle School Teacher - Regular Education : Professional Education |
| Daniel Kraft | Middle School Teacher - Special Education : Professional Education Special Education |
| Pamela Ehgartner | Parent : Professional Education Schoolwide Plan |
| Stephanie McGargle | Parent : Professional Education |
| Krista Reihart | Parent : Professional Education |
| Ann Wood | Parent : Professional Education |

Core Foundations

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The district uses a continuous improvement approach to include all stakeholders in assisting with school improvement. Even classes and grade levels with the highest student performance always have opportunities for improvement.

Programs, Strategies and Actions

| Programs, Strategies and Actions | EEP | EEl | ML | HS |
|--|------------|------------|-----------|-----------|
| Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement | X | X | X | X |
| School-wide Positive Behavioral Programs | X | X | X | X |
| Conflict Resolution or Dispute Management | X | X | X | X |
| Peer Helper Programs | X | X | X | X |
| Safety and Violence Prevention Curricula | X | X | X | X |
| Student Codes of Conduct | X | X | X | X |
| Comprehensive School Safety and Violence Prevention Plans | X | X | X | X |
| Purchase of Security-related Technology | X | X | X | X |
| Student, Staff and Visitor Identification Systems | X | X | X | X |
| Placement of School Resource Officers | | | | |
| 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 do not currently employ a school resource officer.

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.)

Gifted Eligibility Criteria

Composite scores on the current version of following intelligence tests, administered by a licensed private psychologist or certified school psychologist according to the test publisher's recommended procedure and within three years old, will be accepted for consideration by the GIEP Team:

- Wechsler Intelligence Scale for Children
- Wechsler Adult Intelligence Scale
- Wechsler Preschool and Primary Scale of Intelligence
- Stanford-Binet Intelligence Scales
- Comprehensive Test of Nonverbal Intelligence
- Woodcock-Johnson Tests of Cognitive Abilities
- Differential Ability Scales
- Universal Nonverbal Intelligence Test
- Leiter International Performance Scale

Following a multidisciplinary evaluation, a student who meets one of the following criteria can be considered eligible for Gifted support and receive a Gifted Individual Education Plan (GIEP):

1. Earn a composite standard score of **130 or above** on an established intelligence instrument and meet additional criteria from the Multiple Standards Options listed below.
2. Earn a composite standard score in the range of **125 – 129** on the intelligence instrument and meet additional criteria **and at least one additional** criteria from the Multiple Standards Options list.
3. Earn a composite standard score in the range of **120 – 124** on the intelligence instrument and meet additional criteria **A and B and at least one additional** criteria from the Multiple Standards Options list.

Multiple Standards Options:

A Measured use of high level skills in at least one of the following areas: intellectual ability, academic skill, creativity, leadership skills, artistic talent, or motivation as indicated by a score at least one standard deviation above the mean on the most recent version of a standardized, nationally normed gifted rating scale completed by the child's teacher (such as the Gifted

Evaluation Scale or the Gifted Rating Scales).

B. Obtain an age standard score of 130 or more on a major cluster of the most current edition of a standardized, nationally normed, comprehensive achievement test such as the Woodcock-Johnson Tests of Achievement or the Wechsler Individual Achievement Test administered individually by a licensed psychologist or certified school psychologist.

C. A year of more above the district's average grade achievement level placement in one or more subject areas as measured by a district administered standardized achievement test. If performance on a district based standardized achievement test is not available, demonstration of proficiency on the Pennsylvania State System of Assessment can be substituted from the current or prior academic year in one or more subject areas.

D. An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability.

E. Attainment of a grade point average of at least 90% in the identified gifted area for three out of the four previous grading periods.

F. Presentation of a product, portfolio or research paper judged by a committee consisting of principal, teacher, and guidance counselor as being representative of an average or above average student who is placed at least two years above the candidate's actual placement. The product must demonstrate mastery of an academic content area.

G. Demonstrated ability to speak a foreign language fluently without having acquired formal instruction.

H. Ability to demonstrate competency in computer skills normally taught in the district's curriculum at least two years above the candidate's actual grade level as determined by the District Technology Coordinator and Building Principal.

Parents who suspect that their child is gifted may request a multidisciplinary evaluation of their child at any time, with a limit of one request per school term. The request must be made in writing.

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

This narrative is empty.

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

This narrative is empty.

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.

This narrative is empty.

Developmental Services

| Developmental Services | EEP | E EI | ML | HS |
|---|------------|-------------|-----------|-----------|
| Academic Counseling | | 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 |
| Health and Wellness Curriculum | X | X | X | X |
| Health Screenings | X | X | X | X |
| Individual Student Planning | | | | |
| Nutrition | X | X | X | X |
| Orientation/Transition | X | X | X | X |
| RTII/MTSS | X | X | | |
| Wellness/Health Appraisal | | | | |

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

| Diagnostic, Intervention and Referral Services | EEP | E EI | ML | HS |
|---|------------|-------------|-----------|-----------|
| Accommodations and Modifications | X | X | X | X |
| Administration of Medication | X | X | X | X |
| Assessment of Academic Skills/Aptitude for Learning | X | X | X | X |
| Assessment/Progress Monitoring | X | X | X | X |
| Casework | | | | |
| Crisis Response/Management/Intervention | X | X | X | X |

| | | | | |
|--|---|---|---|---|
| Individual Counseling | X | X | X | X |
| Intervention for Actual or Potential Health Problems | X | X | X | X |
| Placement into Appropriate Programs | X | X | X | X |
| Small Group Counseling-Coping with life situations | X | X | X | X |
| Small Group Counseling-Educational planning | | | X | X |
| Small Group Counseling-Personal and Social Development | X | X | X | X |
| Special Education Evaluation | X | X | X | X |
| Student Assistance Program | X | X | X | X |

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

| Communication of Educational Opportunities | EEP | EEI | ML | HS |
|---|------------|------------|-----------|-----------|
| Course Planning Guides | | | X | X |
| Directing Public to the PDE & Test-related Websites | X | X | X | X |
| Individual Meetings | X | X | X | X |
| Letters to Parents/Guardians | X | X | X | X |
| Local Media Reports | X | X | X | X |

| | | | | |
|--|---|---|---|---|
| Website | X | X | X | X |
| Meetings with Community, Families and Board of Directors | X | X | X | X |
| Mass Phone Calls/Emails/Letters | X | X | X | X |
| Newsletters | X | X | | |
| Press Releases | | | | |
| School Calendar | X | X | X | X |
| Student Handbook | X | X | X | X |

Communication of Student Health Needs

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

The district uses a co-teaching model at both the elementary and secondary levels to ensure that all students' needs that can be met in the regular classroom are met. Teachers who co-teach are compensated for additional planning time monthly to work together to plan lessons that utilize the skills and talents of both teachers.

At JVES all teachers who work with students in a grade level are present during RtII meetings to discuss and brainstorm best practices and proposed interventions for each student. Tier II meetings are held two times per month to discuss students who have been referred for academic, behavioral, or social emotional concerns.

JVHS has implemented SWPBS and has a core team that meets monthly. Additionally, the SAP team meets two times per month.

Community Coordination

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

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

The district works closely with early intervention programs and local child care, Pre- K and Head Start centers. A JVES teacher is assigned as a mentor to all teachers at our Head Start and Pre-K centers to ensure that students leaving these facilities are prepared for school. Additionally, the Director of Student Services and Elementary Principal work closely with early intervention agencies to help transition students to school.

Students at JVHS have access to a program through CareerLink where they can explore and present on different careers. The district works with OVR to help qualifying students obtain job coaches in areas of interest.

JVES has after-school tutoring offered 4-days per week during the school year. JVHS offers after-school tutoring for math and ELA two days per week.

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's Elementary Principal and Director of Student Services work closely with early intervention programs to ensure a smooth transition to school. Early intervention meetings are held each spring with the parents of students who have been identified through early intervention. Transition activities are also provided according to the Head Start transition plan and MOU as required by Federal Programs.

Additionally, students not identified might still receive additional support after they attend the district's Kindergarten Registration program which includes a universal screening device and several opportunities for faculty members to interact with students and make recommendations for classroom placement and levels of support.

Core Foundations

Professional Education

Characteristics

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

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

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

The District's model of site based continuous improvement places the building level principals and director of student services in leadership positions to address school level instructional and professional development goals. At both Juniata Valley Elementary and Juniata Valley Junior

Senior High School teachers work in teams to address student learning needs. Administrators select professional development modules that address specific needs identified by student level achievement scores.

At the District level, budgeting is based around student level outcomes and needs to ensure that materials and human resources are used to support the educational mission of the District.

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

This narrative is empty.

Professional Development

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: |
| 1/2/2019 online module completed by teachers (3 hours) |
| The LEA plans to conduct the required training on approximately: |
| 8/19/2019 One hour overview for all district staff |

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: |
| 9/25/2015 2 hour training |
| 11/8/2017 1 hour training |
| 1/2/2019 online training (2 hours) |
| The LEA plans to conduct the training on approximately: |
| 8/19/2019 We will have a 2 hour training every two years |

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

| Questions |
|---|
| The LEA has conducted the training on: |
| 1/31/2019 completed online (3 hours) |
| The LEA plans to conduct the training on approximately: |

8/19/2019 one hour overview presented at the beginning of each school year

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.

Each year, the administration performs a needs assessment based on student scores on the PSSA and additional universal screening and benchmarking assessments.

The District is very small which provides an excellent opportunity for administrative collaboration. Major yearly goals are identified based on student needs and professional development activities are planned and executed with faculty members often playing leadership roles in training and alignment.

When outside trainers are used to assist in professional development activities, they are either provided by the Intermediate Unit, PATTAN, or as part of a materials adoption process with a specific vendor. Prior to a materials adoption, the District has gone through significant curriculum review activities to ensure that new materials will assist teachers in meeting standards and learning objectives.

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 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

- Inductees will assign challenging work to diverse student populations.

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

The items listed for induction planning are items that continuously being developed and assessed with all staff as part of professional and staff development activities. All teachers are trained on the Teacher Handbook and Critical Incident Plan. This plan is updated yearly by the administrative team and addresses a significant portion of these characteristics. Additional characteristics are addressed as part of the induction plan through required attendance at all professional development activities and an additional 36 hours of consultation with mentor teachers throughout the year.

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

While many curriculum areas are moving forward with adoption of Common Core Standards and Eligible Content, the additional rigor of these courses is not being adopted uniformly throughout all subject areas. As additional Common Core Standards are developed for other content areas, these will be addressed.

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).
- 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

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

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

The District's induction plan addresses many of the characteristics listed as part of an assessment for induction. Inductees are paired with senior staff and asked to reflect on many student management and instructional strategies. Often times, the observational data provided by the senior teachers is exceptionally helpful to the inductees and assists them in making a good transition from student teaching or substituting to full time teaching duty.

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

At this time, the District has not formally looked at preparing a survey for inductees. Since the district's size is relatively small, the majority of information sharing can be done through the induction portfolio and through frequent discussions with both mentor teachers and inductees by building principals.

Mentor Characteristics

Checked answers

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

Unchecked answers

- Potential mentors have similar certifications and assignments.

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

Mentor teachers are chosen based on many qualifications. In most cases the mentor is a senior level teacher within the department of the inductee. When a qualified mentor with similar certificate is not available, the mentors may be selected using other criteria such as similar types of programs or schedules.

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

The district uses mentor teaches with similar certificates, except when a qualified individual is not available.

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 | | | | | |
| Best Instructional Practices | X | X | X | X | X | |
| Safe and Supportive Schools | 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 | | | | | |
| Data informed decision making | X | X | X | X | X | X |
| Materials and Resources for Instruction | X | | | | | |

If necessary, provide further explanation.

Most induction topics are addressed at initial meetings with faculty and staff at the beginning of the school year. However, some topics are very inclusive to the entire instructional program and are worked on and developed throughout the year. Inductees must turn in completed portfolios at the end of the year in order for their induction to be complete.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Each year, the administrative team reviews teacher programs and professional development. The most recent induction program portfolio was created two years ago as part of this process.

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.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

| Facility Name | Type of Facility | Type of Service | Number of Students Placed |
|-------------------------|--------------------------|-------------------|---------------------------|
| NHS Autism School | Approved Private Schools | Emotional Support | 1 |
| Extended Family Academy | Approved Private Schools | Emotional Support | 1 |

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 20, 2018

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------------------|--------------------------------------|---|----------|-----|
| Itinerant | Learning Support | 16 to 20 | 30 | 0.6 |
| Locations: | | | | |
| Juniata Valley Jr./Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------------------|--------------------------------------|---|----------|-----|
| Itinerant | Emotional Support | 16 to 20 | 5 | 0.1 |
| Locations: | | | | |
| Juniata Valley Jr./Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 16 to 20 | 4 | 0.2 |
| Locations: | | | | |
| Juniata Valley Jr./Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------|------------------|-----------|----------|-----|
| Itinerant | Autistic Support | 14 to 18 | 2 | 0.1 |
| Locations: | | | | |

| | | | | |
|------------------------------------|--------------------------------------|---|--|--|
| Juniata Valley Jr./Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |
|------------------------------------|--------------------------------------|---|--|--|

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 18, 2015

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------------------|--------------------------------------|---|----------|-----|
| Itinerant | Learning Support | 13 to 17 | 30 | 0.6 |
| Locations: | | | | |
| Juniata Valley Jr./Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------------------|--------------------------------------|---|----------|-----|
| Itinerant | Emotional Support | 13 to 17 | 5 | 0.1 |
| Locations: | | | | |
| Juniata Valley Jr./Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 13 to 17 | 4 | 0.2 |
| Locations: | | | | |
| Juniata Valley Jr./Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 13 to 17 | 2 | 0.1 |
| Locations: | | | | |
| Juniata Valley Jr./Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 20, 2018

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------------------|--------------------------------------|---|----------|-----|
| Itinerant | Learning Support | 11 to 15 | 30 | 0.6 |
| Locations: | | | | |
| Juniata Valley Jr./Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|------------------------------------|--------------------------------------|---|----------|-----|
| Itinerant | Emotional Support | 11 to 15 | 5 | 0.1 |
| Locations: | | | | |
| Juniata Valley Jr./Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------------------|--|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 11 to 15 | 6 | 0.3 |
| Locations: | | | | |
| Juniata Valley Jr./Sr. High School | A Junior/Senior High School Building | A special education Center in which no general education programs are operated | | |

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 20, 2018

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 12 to 21 | 10 | 0.5 |
| Justification: Age range exception determined appropriate by the IEP team and justified in the IEP | | | | |
| Locations: | | | | |
| Juniata Valley High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 12 to 21 | 2 | 0.3 |
| Justification: Age range exception determined appropriate by the IEP team and justified in the IEP | | | | |
| Locations: | | | | |
| Juniata Valley High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------------------|---|----------|-----|
| Full-Time Special Education Class | Life Skills Support | 12 to 21 | 3 | 0.2 |
| Justification: Age range exception determined by the IEP team and justified in the IEP | | | | |
| Locations: | | | | |
| Juniata Valley Jr./Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 20, 2018

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 5 to 8 | 8 | 0.4 |
| Locations: | | | | |
| Juniata Valley Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 5 to 8 | 3 | 0.4 |
| Locations: | | | | |
| Juniata Valley Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------------------|-------------------------------|---|----------|-----|
| Full-Time Special Education Class | Life Skills Support | 5 to 8 | 2 | 0.2 |
| Locations: | | | | |
| Juniata Valley Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: July 1, 2019

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 9 to 12 | 10 | 0.5 |
| Locations: | | | | |
| Juniata Valley Jr./Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 9 to 12 | 2 | 0.3 |
| Locations: | | | | |
| Juniata Valley Jr./Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------------------------|----------------------|-----------------------------|----------|-----|
| Full-Time Special Education Class | Life Skills Support | 9 to 12 | 2 | 0.2 |
| Locations: | | | | |
| Juniata Valley Jr./Sr. | A Junior/Senior High | A building in which General | | |

| | | | | |
|-------------|-----------------|---------------------------------|--|--|
| High School | School Building | Education programs are operated | | |
|-------------|-----------------|---------------------------------|--|--|

Program Position #7 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2019**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|--------------------------------------|---|----------|-----|
| Itinerant | Learning Support | 7 to 12 | 30 | 0.6 |
| Justification: Groupings of students complies with age range requirements | | | | |
| Locations: | | | | |
| Juniata Valley Jr./Sr. High | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|--------------------------------------|---|----------|-----|
| Itinerant | Emotional Support | 7 to 12 | 10 | 0.2 |
| Justification: Grouping of students complies with age range requirements | | | | |
| Locations: | | | | |
| Juniata Valley Jr./Sr. High | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|--------------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 7 to 12 | 4 | 0.2 |
| Justification: Groupings of students complies with age range requirements | | | | |
| Locations: | | | | |
| Juniata Valley Jr./Sr. High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

Program Position #8 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 20, 2018**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|----------------------------------|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 8 to 11 | 35 | 0.7 |
| Locations: | | | | |
| Juniata Valley Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 8 to 11 | 4 | 0.2 |
| Locations: | | | | |
| Juniata Valley Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|----------------------------------|-------------------------------|--|----------|-----|
| Itinerant | Emotional Support | 8 to 11 | 5 | 0.1 |
| Locations: | | | | |
| Juniata Valley Elementary School | An Elementary School Building | A special education Center in which no general education programs are operated | | |

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 18, 2015

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|----------------------------------|-------------------------------|---|----------|-----|
| Itinerant | Learning Support | 7 to 10 | 25 | 0.5 |
| Locations: | | | | |
| Juniata Valley Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|----------------------------------|-------------------------------|---|----------|------|
| Itinerant | Emotional Support | 7 to 10 | 12 | 0.25 |
| Locations: | | | | |
| Juniata Valley Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|--|-------------------------------|---|----------|------|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 7 to 10 | 5 | 0.25 |
| Locations: | | | | |
| Juniata Valley Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #11 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 18, 2015

PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|------|
| Itinerant | Speech and Language Support | 5 to 12 | 50 | 0.77 |
| Justification: Groupings of students complies with age range requirements | | | | |
| Locations: | | | | |
| Juniata Valley Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|-----------------|-----------------------------|-----------|----------|------|
| Itinerant | Speech and Language Support | 12 to 21 | 15 | 0.23 |

| | | | | |
|---|--------------------------------------|---|--|--|
| Justification: Groupings of students complies with age range requirements | | | | |
| Locations: | | | | |
| Juniata Valley Jr./Sr/High School | A Junior/Senior High 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:* July 1, 2019**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 5 to 9 | 6 | 0.8 |
| Justification: Groupings of students complies with age range requirements | | | | |
| Locations: | | | | |
| Juniata Valley Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Itinerant | Autistic Support | 5 to 9 | 2 | 0.2 |
| Justification: Groupings of students complies with age range requirements | | | | |
| Locations: | | | | |
| Juniata Valley Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

Program Position #13 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* July 1, 2019**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|-------------------------------|---|----------|-----|
| Itinerant | Speech and Language Support | 5 to 11 | 5 | 0.1 |
| Justification: Groupings of students complies with age range requirements | | | | |
| Locations: | | | | |
| Juniata Valley Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|--------------------------------------|---|----------|-----|
| Itinerant | Speech and Language Support | 12 to 21 | 6 | 0.1 |
| Justification: Groupings of students complies with age range requirements | | | | |
| Locations: | | | | |
| Juniata Valley High School | A Junior/Senior High School Building | A building in which General Education programs are operated | | |

Special Education Support Services

| Support Service | Location | Teacher FTE |
|------------------------------|---|--------------------|
| Director of Student Services | Juniata Valley School Distric | 1 |
| Paraprofessional | JV School District | 13 |
| School Psychologist | Juniata Valley School District | 0.4 |
| School Wide Social Worker | Juniata Valley Elementary and Jr./Sr. High School | 1 |
| Transition Coordinator | Juniata Valley Jr./Sr. High School | 0.1 |

Special Education Contracted Services

| Special Education Contracted Services | Operator | Amt of Time per Week |
|--|-------------------|-----------------------------|
| Occupational Therapist | Intermediate Unit | 3 Days |
| Physical Therapist | Intermediate Unit | 1 Hours |

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 for a minimum of 28 days.

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

Affirmed by Dennis Johnson on 3/26/2019

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 Dennis Johnson on 4/15/2019

Board President

Affirmed by Michael Zinobile on 3/26/2019

Superintendent/Chief Executive Officer